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ABSTRACT

A study was conducted in 1981 by the State Board of Directors for Arizona Community Colleges to define the missions of the colleges in specific operational terms and to assess the support for these missions by the colleges' constituencies. Specifically, the study sought to determine the services, clientele, and purposes of specific college activities; the relation of these activities to specific missions; the value and priorities accorded to these missions and activities by various constituency groups; and the differences between urban and rural populations in their perceptions of college missions. A Community College Activities Survey, consisting of 60 items identifying specific activities and missions, was administered to state legislators, members of community college district governing boards, faculty and administrators, evening students, and a random sample of registered voters in one rural and one urban county. The study revealed a general consensus among all major constituency groups that instruction in transfer, occupational, and general education should have top priority, with the second highest priority given to basic skills instruction. There was a strong public perception that one of the functions of the community college is to serve special and deserving clientele. Rural respondents were somewhat more likely to perceive the community college as a multi-purpose institution. The study report includes data tables, a technical appendix, and the survey instrument. (KL)

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MISSIONS OF ARIZONA COMMUNITY COLLEGES:
A RESEARCH DESCRIPTION

February 15, 1982

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JC 820 138

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CHAPTER 1
EXECUTIVE SUMMARY

In May of 1981, the State Board of Directors for Arizona Community Colleges, in conjunction with the Maricopa Community Colleges and Central Arizona College, lent its official sponsorship and support to a research proposal to examine the missions of the Arizona community colleges. The stated purposes of the research were two-fold:

1. to define the missions of the Arizona community colleges in specific operational terms, and
2. to assess the support provided for these operational missions by the various constituencies of the community colleges.

The research provided the basis for the reexamination and redefinition of missions of the Arizona community colleges described in this study.

Defining the missions of Arizona community colleges in operational terms involved a review and development process characterized by significant interaction between the research team from Arizona State University and representatives from the Arizona community colleges. Following an extensive review of the literature, a series of activity statements were generated reflecting in aggregate: (1) all of the clienteles community colleges are committed to serving, (2) all of the programs and services provided for each clientele and (3) the primary justification or rationale most commonly advanced for providing each service to each clientele.

The second step of the development process involved reviewing these activity statements with state and local governing board members and with community college administrators. This review process produced ninety-five activity statements which board members and administrators endorsed as a comprehensive and accurate description of the clientele served and the programs and services provided by Arizona community colleges.

The activity statements were combined in a pilot survey and administered to 564 students in evening classes at four Maricopa Community Colleges and at Central Arizona College. The responses were analyzed statistically, and the results used to develop the final version of the Community College Activities Survey, which is included in the Technical Appendix. Through the pilot process, it was possible to reduce the number of statements from ninety-five to sixty without losing any essential information.

The Community College Activities Survey was then administered to important constituencies of Arizona community colleges: state legislators; members of the State Board of Directors for Arizona Community Colleges; members of community college district governing boards; community college administrators; community college faculty in the study districts; and a random sample of registered voters in Maricopa County, a large representative urban county, and Pinal, a sparsely populated, representative rural county.

The results of the survey were analyzed and used to answer the following questions:

1. What are the specific activities of the Arizona community colleges? What services do they provide? What clientele do they serve? For what purpose do they provide these services?

2. What are the operational missions of the Arizona community colleges defined in terms of these specific activities?

3. Which of these operational missions and activities are thought to be important by the various major constituencies of the Arizona community colleges? For which missions do these constituencies support the use of tax dollars?

4. What do different constituencies believe the priorities of Arizona community colleges should be?

5. What are the differences between urban and rural groups in their perceptions of and support for community college missions?

Detailed answers to each of these questions and related discussion are contained in the following chapters of this report. A detailed explanation of the design and methodology of this study, which primarily involved the development, administration and analysis of the Community College Activities Survey, appears in the Technical Appendix. The major findings of this study are contained in the summary which follows. The implications of the findings are discussed in Chapter V.

Perceptions of Mission

1. Twelve operationally defined missions were identified. Six of these were function-based. In order of importance accorded them by all groups in the study they included:

a. providing courses and degree programs to students of college age or older (including transfer, occupational/technical and general education programs)

b. providing entry-level vocational training

c. providing instruction in basic skills

d. sponsoring student activities to complement the educational program

e. providing general interest courses and activities for senior citizens and other community members

f. providing facilities and services for local community and business groups

Six of the twelve missions were clientele-based. In order of the importance accorded to them by all groups in the study, they included:

a. providing special support services and programs for students with high academic ability

b. serving high school students

d. providing special assistance and programs for mentally and physically handicapped students

e. providing special support services for minority groups

f. providing facilities and services for non-residents of the local community

2. Public perceptions of community college activities differed from traditional statements about community college missions. External constituencies in particular, including registered voters and legislators, tended to view community colleges in terms of whom they serve rather than in terms of the services they provide. In contrast, board members and administrators and, to a lesser degree, faculty tended to think of community college activities in traditional and functional terms, viewing the missions quite differently from the public at large. These views are not incompatible but do have a different focus. This difference in focus may help to explain some of the perceived confusion about community college missions.

3. Instruction in basic skills, particularly in preparation for entry into other academic and occupational programs, was identified as a major operational mission of the community college. This function has not previously been defined in this way for Arizona community colleges by the State Board.

4. There was a strong public perception that one of the functions of the community college is to serve special and deserving clientele. Handicapped students, high school students and students with high academic ability were all identified as clientele to be served. Other groups were also perceived to be appropriate clientele of the community college, but services to them were not accorded the same priority.

5. Rural constituents were somewhat more likely to perceive of community colleges as multi-purpose institutions providing a variety of services and resources to community members in addition to instruction. At the same time, rural constituents were also much more likely to view community colleges as traditional, residential institutions, providing instruction and complementary services and activities. Thus, rural community colleges were more likely to be seen as both community resource centers and traditional colleges.

Support for Community College Missions

6. There was a strong general consensus among all major constituents about the priorities of Arizona community colleges. Specifically, instruction in college-level transfer, occupational/technical and general education programs was the top priority for all groups who responded to the survey. Vocational training and instruction in basic skills were by consensus the next highest priorities.

7. Community colleges received support from all major groups--the State Board, local governing boards, administrators, faculty, evening students, registered voters and legislators--for the importance of providing a wide range of services to a variety of clientele. Internal constituents, including administrators and faculty, as might be expected, consistently expressed higher levels of support for the entire range of community college missions than did external groups such as legislators and registered voters.

8. All groups were more likely to support the importance of a community college mission than they were to support the use of tax dollars to fund it. Registered voters were especially unwilling to expend tax dollars on services they considered it important for community colleges to provide. The support of legislators for community college missions generally paralleled registered voters, though legislators appeared to be more sophisticated in differentiating those missions that provide public, as opposed to private, benefits.

9. Some existing special clientele were perceived as particularly needy or deserving of tax-supported services while others were considered less so. Registered voters, in particular, expressed strong support for providing services to the handicapped and to the young--high school students and students with high academic ability. Providing special services to other clientele, such as non-residents of the local community, non-high school graduates and minority groups, was not perceived to be as high a priority.

10. Students enrolled in community college evening classes expressed levels of support for community college missions that closely resembled those of registered voters. These evening students appeared to identify themselves more as taxpayers than as beneficiaries of community college services. They seemed to have more in common with other external groups than with the internal constituencies of the community college.

CHAPTER II
OPERATIONAL DEFINITION OF COMMUNITY COLLEGE MISSIONS

Mission Definition

This chapter discusses the operational missions of the Arizona community colleges as defined by analysis of responses to the Community College Activities Survey. These operational definitions describe community college missions in terms of the specific activities such colleges perform rather than in broad or philosophical terms. Forty-eight of the sixty items contained in the Community College Activities Survey clustered into twelve distinct categories that exhibited high reliability and appeared to define coherent and distinct operational missions. These twelve missions were further divided into six "function-based" missions and six "clientele-based" missions, and this distinction was useful in providing clarity to the description and discussion of these missions.

The following operational missions are numbered according to the average importance attached to each by all constituencies surveyed. They are presented in order in each of the two categories, function-based missions and clientele-based missions. A technical explanation of the analysis that identified these missions, a list of all activities contained in each mission category, and all supporting data is contained in the Technical Appendix.

Function-based Missions

Mission #1: providing courses and associate degree programs to students who are college age or older

The first mission identified was providing a variety of courses and degree programs to the most numerous community college clientele -- those more or less traditional students who are college age (18-20 years old) or older. This mission included offering courses that transfer to four-year colleges or universities and lead to associate's degrees, courses that are part of occupational/technical programs providing job preparation and leading to associate's degrees, and credit courses that provide for the general education and personal development of students. This mission combined the traditional transfer, occupational/technical and general education functions into one broad mission category -- providing traditional community college courses and programs to traditional community college clientele.

Mission #2: providing entry-level vocational training

The second mission involved offering courses and programs that provide vocational training for entry-level jobs requiring minimum levels of preparation. Grouped together in this mission category and distinguished from other occupational/technical programs providing more advanced training were such programs as clerical and typing, welding, auto mechanics and dental assisting.

Training for these areas is often provided by skill centers or in certificate programs offered by community colleges. This category contained a distinct subdivision of the broader traditional occupational/technical function of community colleges.

Mission #4: providing instruction in basic skills

This mission, operationally defined, included providing instruction in basic reading, writing and mathematics skills. The activities in this category appeared to be exclusively those associated with instruction; this mission definition did not include those support services such as special tutoring services and counseling that might be provided to students who require instruction in basic skills.

Mission #5: sponsoring student activities to complement the educational program

Another mission was defined as providing students with opportunities to complement their educational programs through traditional student activities, such as athletics, film and concert series, and publications. Credit courses in physical education, the fine and performing arts and home economics appeared to be considered more as complementary to the credit instructional program than central to it. The activities included in this mission category are generally considered to be part of the broader student affairs function of most community colleges; however, these activities were specifically differentiated from student services that directly support the instructional program, such as counseling, adivsement and job placement.

Mission #8: providing general interest courses and activities for senior citizens and other community members

This mission included providing a variety of generally non-credit courses in hobbies and crafts, practical life skills, community issues and other general interest subjects, as well as recreational activities and skills training for senior citizens and other interested members of the community. Senior citizens appeared to be commonly associated with these types of courses and activities and to be thought of as the principal, though not exclusive, beneficiaries. These courses and activities constitute one part of the traditional community service function of community colleges.

Mission #11: providing facilities and services for local community and business groups

This mission included providing services to business and community groups including computer services, applied research and consulting services, and access to facilities, such as meeting rooms. This mission appeared to include primarily services that are extended to groups and differentiated these from services provided to individuals, for instance, library access and services. This mission category appeared to be a second subpart of the traditional community service mission of community colleges.

Clientele-based Missions

The preceding six operationally defined missions are function-based, that is, each of the specific activities included in each category is related by the type of service or function performed by the community college. The remaining six missions identified by the study are clientele-based. Each of the activities in the missions involve serving special clientele.

Mission #3: providing special support services and programs for students with high academic ability

The first clientele-based operational mission included providing special courses, programs, scholarships and financial aid for students with high academic ability to encourage academic excellence.

Mission #6: serving high school students

The second clientele-based mission included providing credit courses in college transfer and occupational/technical associate degree programs to students who are concurrently enrolled in high school. These courses are provided to high school students with advanced standing or to students who need such courses to complete the requirements of a high school program.

Mission #7: providing special assistance and programs for mentally and physically handicapped students

This mission involved providing appropriate programs and assistance for handicapped students, including skills training and basic reading, writing and mathematics instruction for mentally handicapped persons, and special assistance and aides to ensure access to college programs and resources for the deaf, blind and physically handicapped. Again, different types of activities were united in one mission category by similarities in the clientele for which services are offered -- the handicapped.

Mission #9: serving non-high school graduates

This operational mission included providing credit courses in college transfer and occupational/technical degree programs to students who are older than high school age but who have never graduated from high school nor earned a G.E.D. diploma.

Mission #10: providing special support services for minority groups

This mission included a wide variety of services, such as special counseling and tutoring, special support groups, special scholarships and financial aid, and special courses taught in languages other than English or offered on Indian reservations. The common denominator of these wide-ranging activities was that each is provided especially to meet the perceived needs of an ethnic, racial or cultural minority. Thus, the mission defined by these diverse activities was providing special services for minority groups.

Mission #12: providing facilities and services for non-residents of the local community

This operational mission related to providing facilities and services designed primarily for students who are not local residents and cannot easily commute to the college campus. Such services included operating residence halls, providing housing referral assistance and providing bus or van transportation to those who cannot commute by private automobile or public transportation.

These twelve missions constituted a comprehensive operational definition of community college responsibilities as viewed by respondents to the Community College Activities Survey. These operational missions define the community college role in terms of very specific activities. The specific activity statements from the Community College Activities Survey included in each mission category are detailed in Table 1.

Table 1: Operational Community College Missions Identified by Specific Activities

Mission # 1: providing courses and associate degree programs to students who are college age or older

Item #20: Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to adult students older than traditional college age so that they can continue to study toward a bachelor's degree in these fields at a college or university.

Item #21: Offer credit courses, certificates and degree programs in business and public services, agriculture, technologies, health services and other occupational areas to adult students older than traditional college age to prepare them for jobs in these fields.

Item #56: Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

Item # 9: Offer credit courses in the natural and physical sciences, such as biology, chemistry, physics and geology, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

Item #38: Offer credit courses in the arts and sciences, the health, engineering and agrcultural sciences, business and other academic areas to students college age or older for their general personal and educational development.

Item # 3: Offer credit courses, certificates and associate degree programs in business and public services, agriculture, technolgoies, health services and other occupational areas to students college age or older to prepare them for jobs in these fields.

Item #13: Offer credit courses, certificates, and associate degree programs in commercial arts, such as advertising design, photography, media broadcast and production and interior design, to students college age or older to prepare them for jobs in these fields.

Mission # 2: providing entry-level vocational training

Item #39: Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services, to adults college age or older to prepare them for immediate employment.

Item #51: Offer credit courses, certificates and associate degree programs in office education fields, such as clerical and typing, keypunch and data entry, stenography and word processing, to students college age or older to prepare them for jobs in these fields.

Item #35: Offer credit courses, certificates and associate degree programs in entry-level technologies and health services, such as welding, diesel mechanics, licensed practical nursing and dental assisting, to students college age or older to prepare them for jobs in these fields.

Item #48: Offer credit courses, certificates and associate degree programs in hospitality services, such as food services, hotel-motel management and travel agencies, to students college age or older to prepare them for jobs in these fields.

Mission # 3: providing special support services and programs for students with high academic ability

Item # 2: Offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence.

Item # 7: Offer scholarships and other financial assistance to students of high academic ability to encourage them to attend.

Mission # 4: providing instruction in basic skills

Item #30: Offer instruction in basic reading, writing and mathematics skills to students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs.

Item #27: Offer instruction in basic reading, writing and mathematics skills to students college age or older to prepare for entry into academic and occupational programs, to develop everyday life and survival skills, or to earn a General Equivalency Diploma (G.E.D.).

Mission # 5: sponsoring student activities to complement the educational program

Item #45: Sponsor intercollegiate athletics and other extracurricular activities, such as film series, intramural sports field trips and concert series for students to complement the educational program and assist their personal development.

Item #54: Offer credit courses in the performing and fine arts, physical education and home economics to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

Item #59: Sponsor student government organizations, student publications and other activities for students to complement the educational program and assist their personal development.

Item #14: Offer scholarships and provide special tutoring and advisement to students with special talents, such as band and orchestra members, student athletes and other leaders in student organizations, to assist them in making progress in their educational programs.

Mission #6: serving high school students

Item #31: Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to high school age students with advanced standing so that they can earn credits toward a bachelor's degree at a college or university.

Item #28: Offer credit courses, certificates, and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students as part of their educational program.

Item # 6: Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students with advanced standing so that they can earn credits toward completion of a degree program at a college or university.

Mission #7: providing special assistance and programs for mentally and physically handicapped students

Item #49: Offer basic hands-on skills training and occupational courses and programs to mentally handicapped persons to prepare them for employment.

Item #22: Offer instruction in basic reading, writing, and mathematics skills to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.

Item # 4: Provide special assistance, such as sign language interpreters and tutoring services, to deaf and hearing-impaired students to assure them equal access to college resources and programs.

Item #25: Provide special assistance, such as braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students to assure them equal access to college resources and programs.

Mission #8: providing general interest courses and activities for senior citizens and other community members

Item #33: Organize recreational activities, such as field trips to historical sites or cultural events and other outings for senior citizens and other interested members of the community for their general interest and recreation.

Item #60: Offer courses and workshops in hobbies and crafts and other subjects, such as weaving, stamp collecting and bridge to all interested members of the local community for their general interest and recreation.

Item #47: Eliminate or reduce all or some of the normal charges for senior citizens to encourage them to enroll in college courses and programs.

Item # 1: Offer courses and workshops in practical life skills, hobbies and crafts and other general interest subjects to senior citizens for their general interest and recreation.

Item #40: Offer short-term skills training in small appliance repair, tax preparation, investment counseling and other personal services to senior citizens and other interested members of the community to provide them opportunities for self-employment.

Item #32: Offer courses and workshops in practical life skills, such as family financial planning, health and nutrition and consumer education, to all interested members of the local community to help them improve the quality of their lives.

Item #36: Offer credit courses, certificates and associate degree programs to interested adults in the community at such easy-to-reach locations as shopping centers, public libraries and other public facilities for their convenience or to upgrade job-related skills.

Item #43: Offer courses and workshops in community issues and other current social, economic and political issues to all interested members of the local community to help develop an informed citizenry.

Mission # 9: serving non-high school graduates

Item #12: Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students who have never graduated from high school nor earned a G.E.D. diploma so that they can continue study toward a bachelor's degree in these fields at a college or university.

Item #50: Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for jobs in these fields.

Mission #10: providing special support services for minority groups

Item # 5: Organize special support groups and provide counseling and tutoring services for ethnic and racial minority groups to assist them in benefiting from college courses and programs.

Item #42: Provide special tutoring services and counseling to students whose native language is not English to assist them in benefiting from college courses and programs.

Item #26: Offer scholarships and other financial assistance to minorities, disadvantaged and other students who might not otherwise attend college.

Item #15: Offer transfer credit courses taught in the native languages of the students, such as Spanish, Navajo or Vietnamese to students for whom English is not their native language so that they can earn credits toward degrees while improving their English language skills in other courses.

Item #11: Offer credit courses, certificates and associate degree programs to Indians on Indian reservations to assure them access to academic opportunities, occupational training and support services.

Mission #11: providing facilities and services for local community and business groups

Item #19: Make computer services available to local businesses, non-profit organizations and other community groups as a community service.

Item # 8: Provide access to facilities such as meeting rooms and exhibition space to local businesses, non-profit organizations and other community groups as a community service.

Item #10: Assist state and local government agencies, chambers of commerce and other local community groups in attracting business, industrial and residential development as a community service.

Item #23: Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment to local non-profit organizations and other community groups as a community service.

Mission #12: providing facilities and services for non-residents of the local community

Item #34: Operate residence halls for students who live beyond normal commuting distance from the college.

Item #37: Provide housing referral assistance to students who live beyond normal commuting distance from the college.

Item #58: Provide bus or van transportation for students who are unable to commute by private automobile or public transportation.

CHAPTER III
SUPPORT FOR OPERATIONALLY DEFINED MISSIONS

The reponses to the Community College Activities Survey were used to calculate the importance attached by each responding group to each of the twelve missions. A comparable measure of the willingness of each group to support each mission with tax dollars was also determined. The following graphs and explanations show the overall level of support or opposition for each operational community college mission for each major constituent group that responded to the survey.

The score was adapted directly from the 1 to 5 scale used in the Community College Activities Survey. An average score of 3.00 or higher was defined as positive support for a mission; an average score of 4.00 or higher was defined as strong support. A score of less than 3.00 was defined as opposition or lack of support; an average score of less than 2.00 was defined as strong opposition.

Function-based Missions

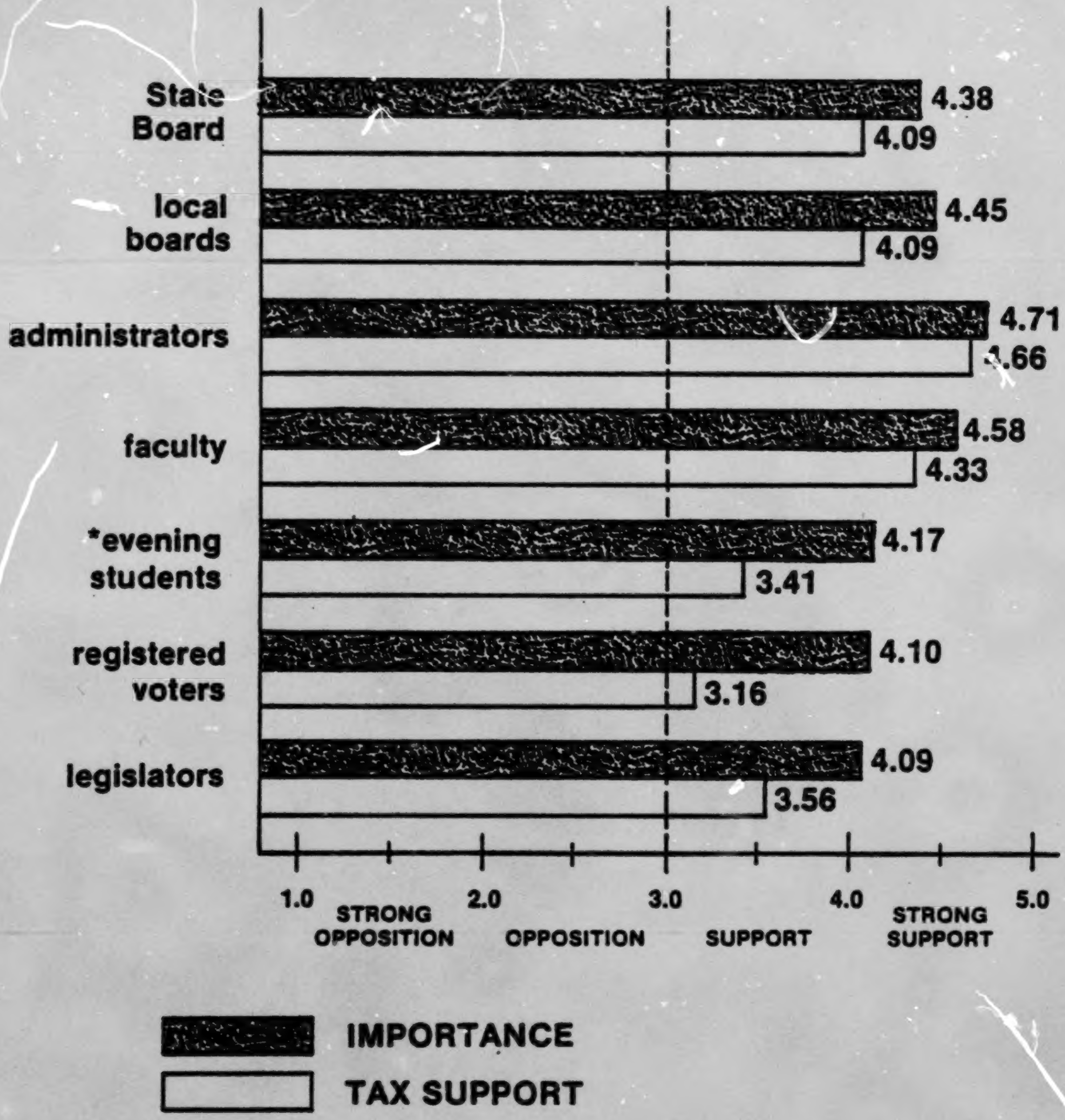
Mission #1, providing courses and associate degree programs to students who are college age or older, received strong support for its importance from all constituent groups. This mission, which included providing transfer, occupational/technical and general education courses and associate degree programs, was clearly seen and unanimously supported as the principal mission of community colleges. The willingness of each group to support this mission with tax dollars further indicated its broad general appeal. None of the other missions identified in this study received such unqualified support.

Mission #2, providing entry-level vocational training, like Mission #1, received unanimous support in terms of its importance. All groups except registered voters supported this mission strongly -- at the 4.00 level or higher, and support from registered voters was nearly that high. Providing entry-level vocational training also received unanimous endorsement for the use of tax dollars in funding. As for all missions identified in this study, support for the use of tax dollars was somewhat less than support for the importance of the mission.

Mission #4, providing instruction in the basic skills, received almost unanimous support both in terms of its importance and in terms of using tax dollars to support it. Support ranged from moderate to strong, with the State Board and community college administrators strongly supporting its importance, and legislators providing moderate but solid support. All of the groups except registered voters also indicated support for funding the basic skills mission with tax dollars.

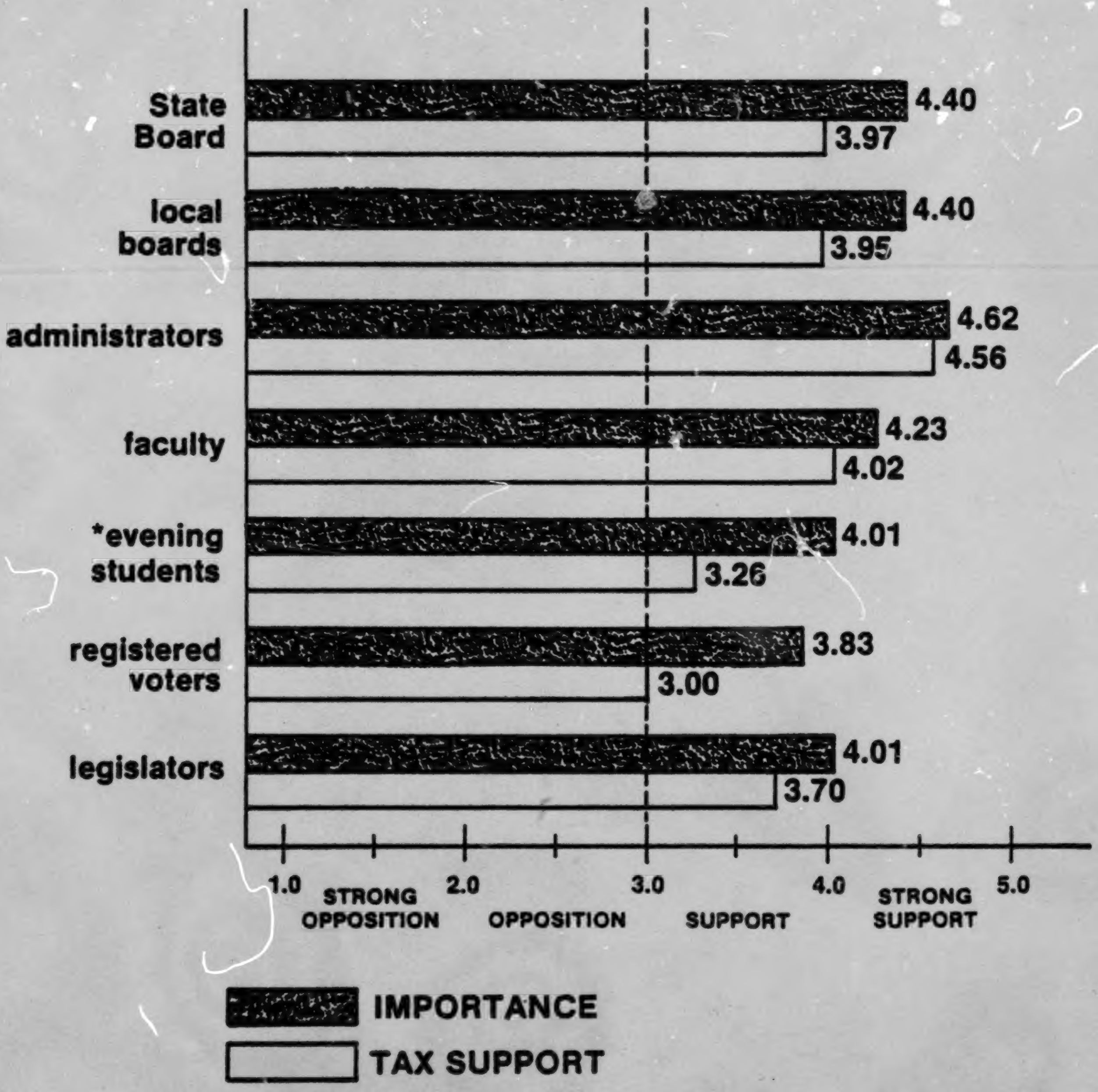
Table 2: Support for Mission #1:

providing courses and associate degree programs to students who are college age or older.



*from pilot study

Table 3: Support for Mission #2

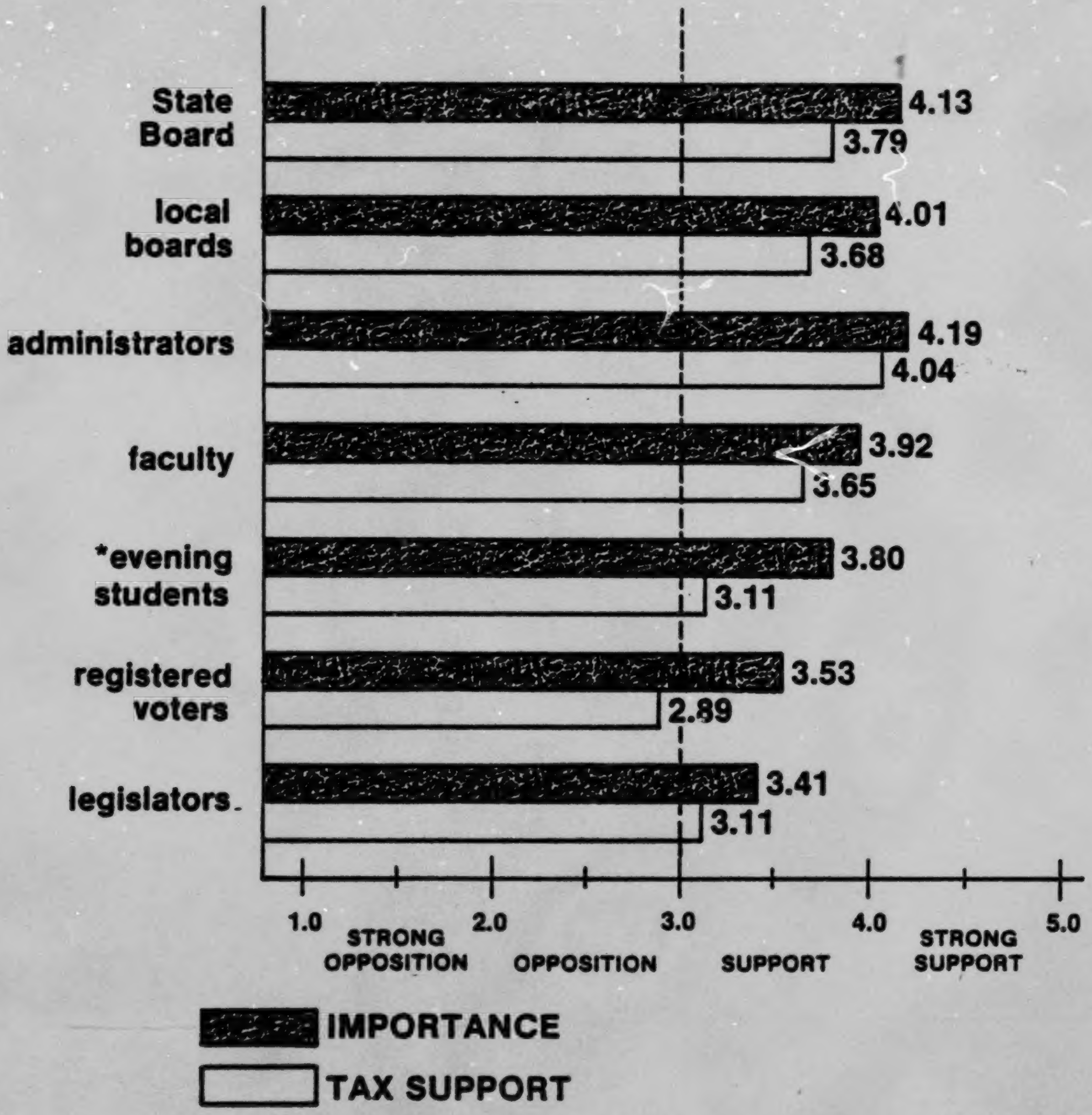


providing entry-level vocational training

*from pilot study

Table 4: Support for Mission #4:

providing instruction in basic skills



*from pilot study

Mission #5, sponsoring student activities to complement the educational program, received support for its importance from all constituent groups. The State Board and community college administrators expressed strong support for these activities. However, there was mixed support and opposition to funding student activities with tax dollars. Generally, the internal constituencies of community colleges -- boards, administrators and faculty -- supported the expenditure of tax dollars for these activities, while the external constituencies -- primarily legislators and registered voters -- opposed such expenditures. Evening students also expressed lack of support for funding student activities with tax dollars, but the group of evening students for which responses are reported may not be representative of all students, and in fact, their responses appeared to resemble closely those of the registered voters surveyed.

Mission #8, providing general interest courses and activities to senior citizens and other community members, received considerable support as a legitimate function of community colleges. Only community college administrators, however, indicated strong support for it. All other groups supported the importance of the mission, though with less enthusiasm. Legislators were least likely to support the importance of providing general interest courses and activities. Among all constituencies, only administrators favored supporting this mission with tax dollars, and their support was lukewarm. Legislators, again, were least supportive of funding these courses and activities with tax dollars.

Mission #11, providing facilities and services for local community and business groups, received support for its importance from all groups surveyed. This support was consistently moderate -- in the 3.00 to 4.00 range. There was, however, little or no support for providing these services and facilities with the support of tax dollars. In fact, the discrepancy between support for importance and willingness to fund with tax dollars exceeded this discrepancy for all other missions.

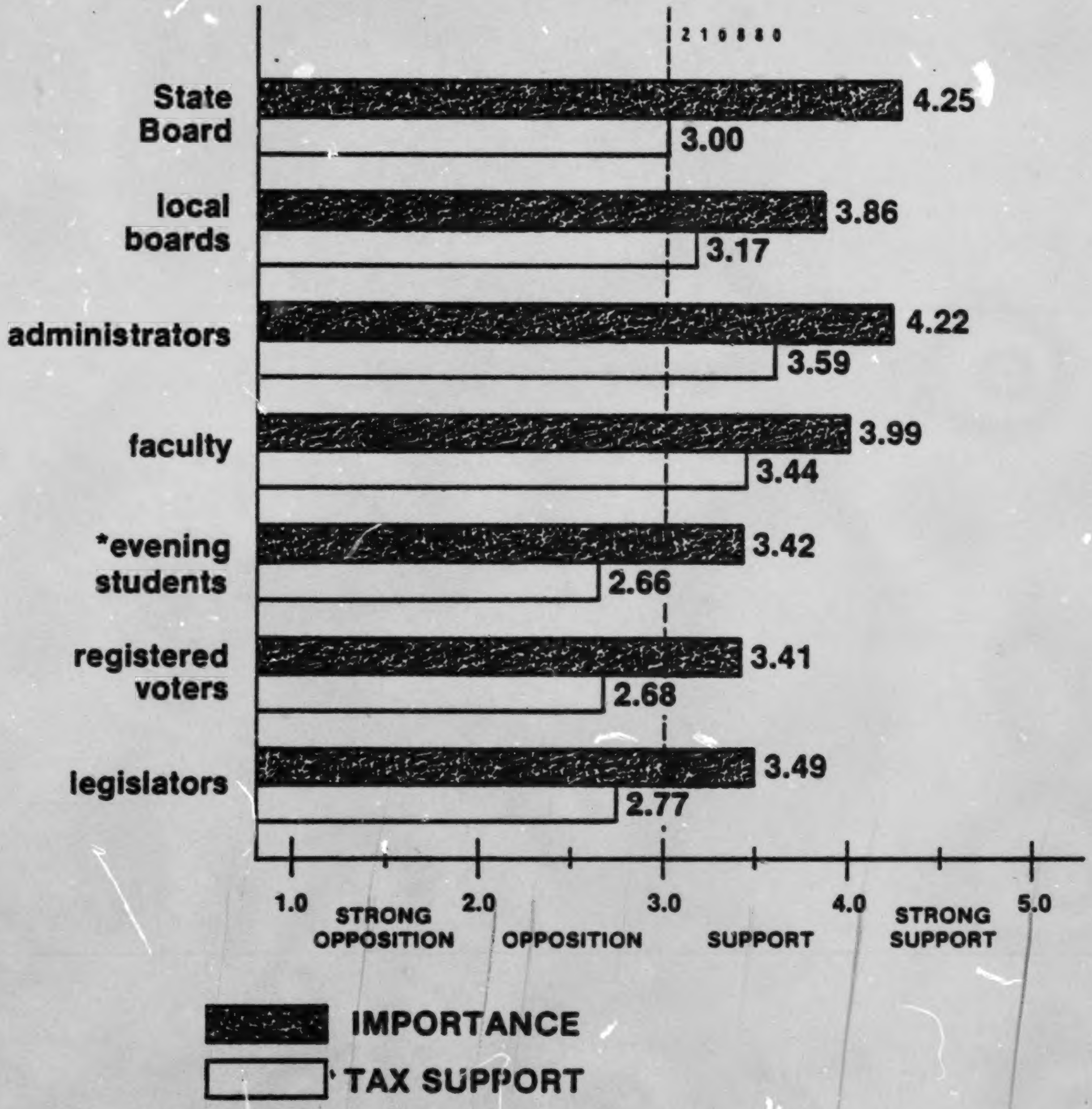
Of these six function-based missions, three emerged with nearly unanimous support for their importance and for the use of tax dollars to fund them. These included providing courses and associate degree programs for transfer, occupational/technical preparation and general education; providing entry-level vocational training; and providing basic skills instruction. The results indicate that these three missions were supported as the principal functions of community colleges. The importance of the remaining three function-based missions -- providing general interest courses and activities, sponsoring student activities and providing facilities and services to community and business groups -- was supported. However, the willingness to use tax dollars to fund them was generally absent. Support for funding student activities with tax dollars was mixed, with internal groups supporting such funding and external groups in opposition. These three missions appeared to be recognized as legitimate functions of community colleges, but secondary in importance to the former three.

Clientele-based Missions

Mission #3, providing special support services and programs for students with high academic ability, received very high levels of support from internal college groups -- boards, administrators and faculty, and solid support from the remaining groups. Evening students expressed the lowest levels of support for the importance of providing special services and programs for this clientele. All groups, except evening students, also indicated solid support for funding these services with tax dollars.

Table 5: Support for Mission #5:

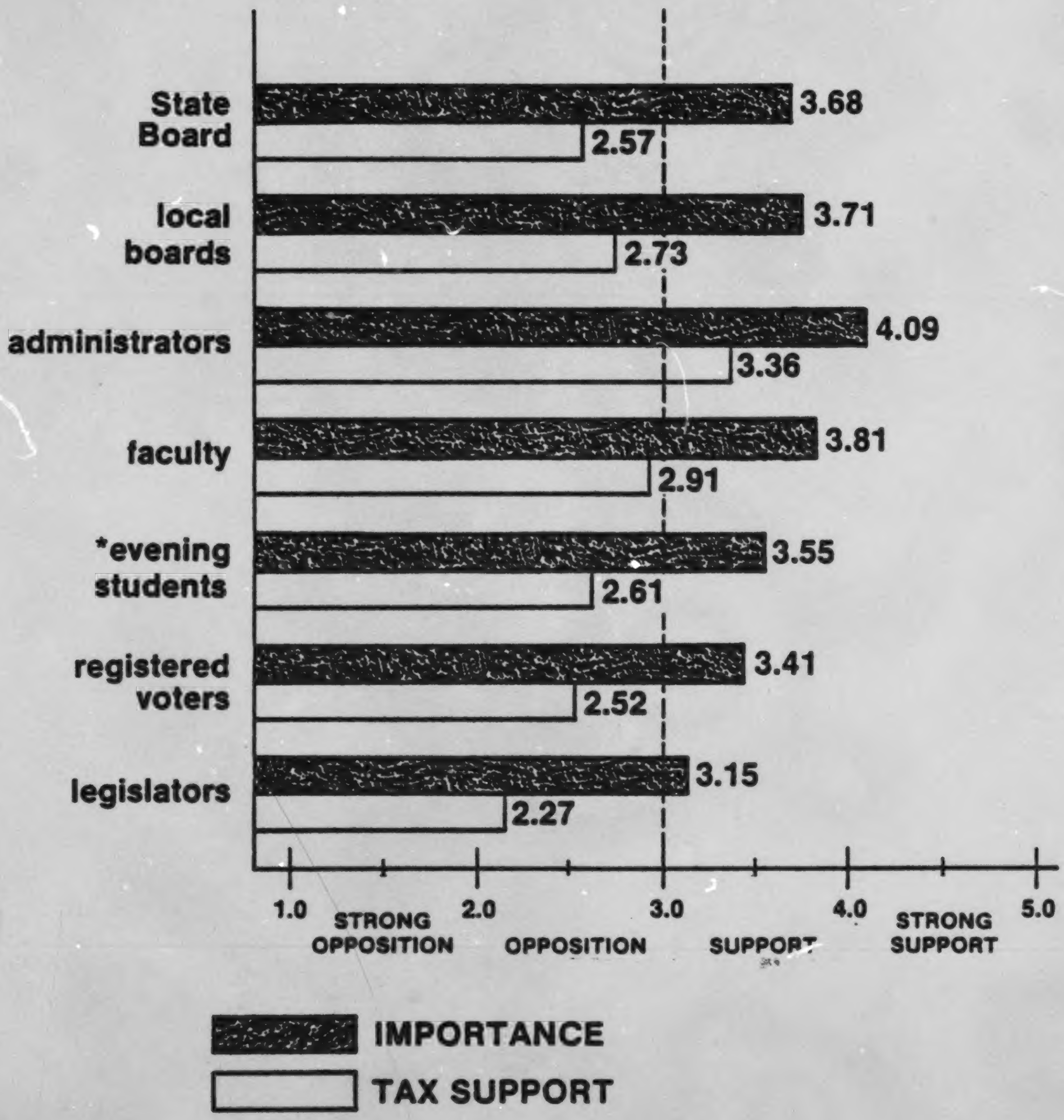
sponsoring student activities to complement the educational program



*from pilot study

Table 6: Support for Mission #8:

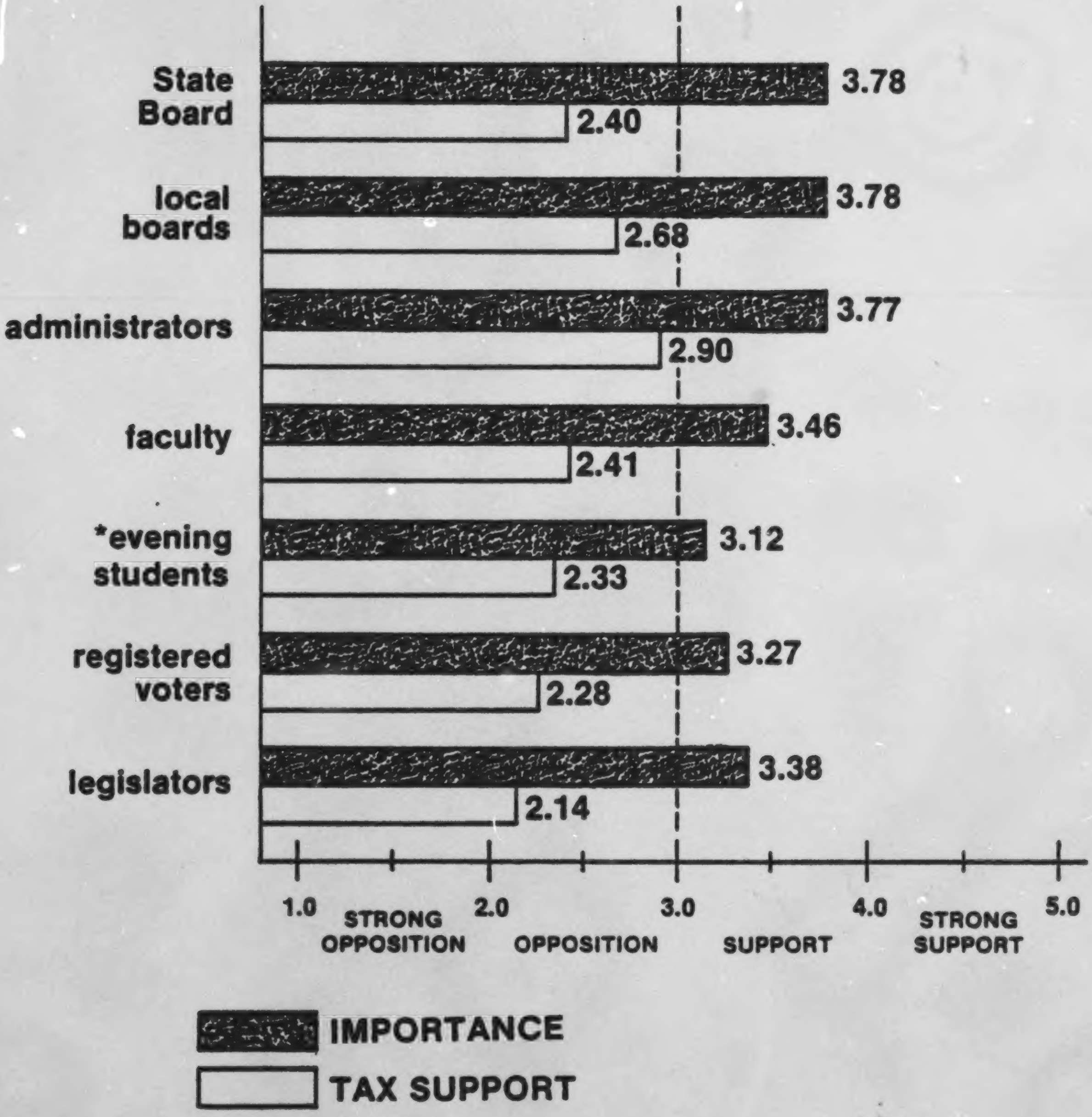
providing general interest courses and activites for senior citzens and other community members



*from pilot study

Table 7: Support for Mission #11:

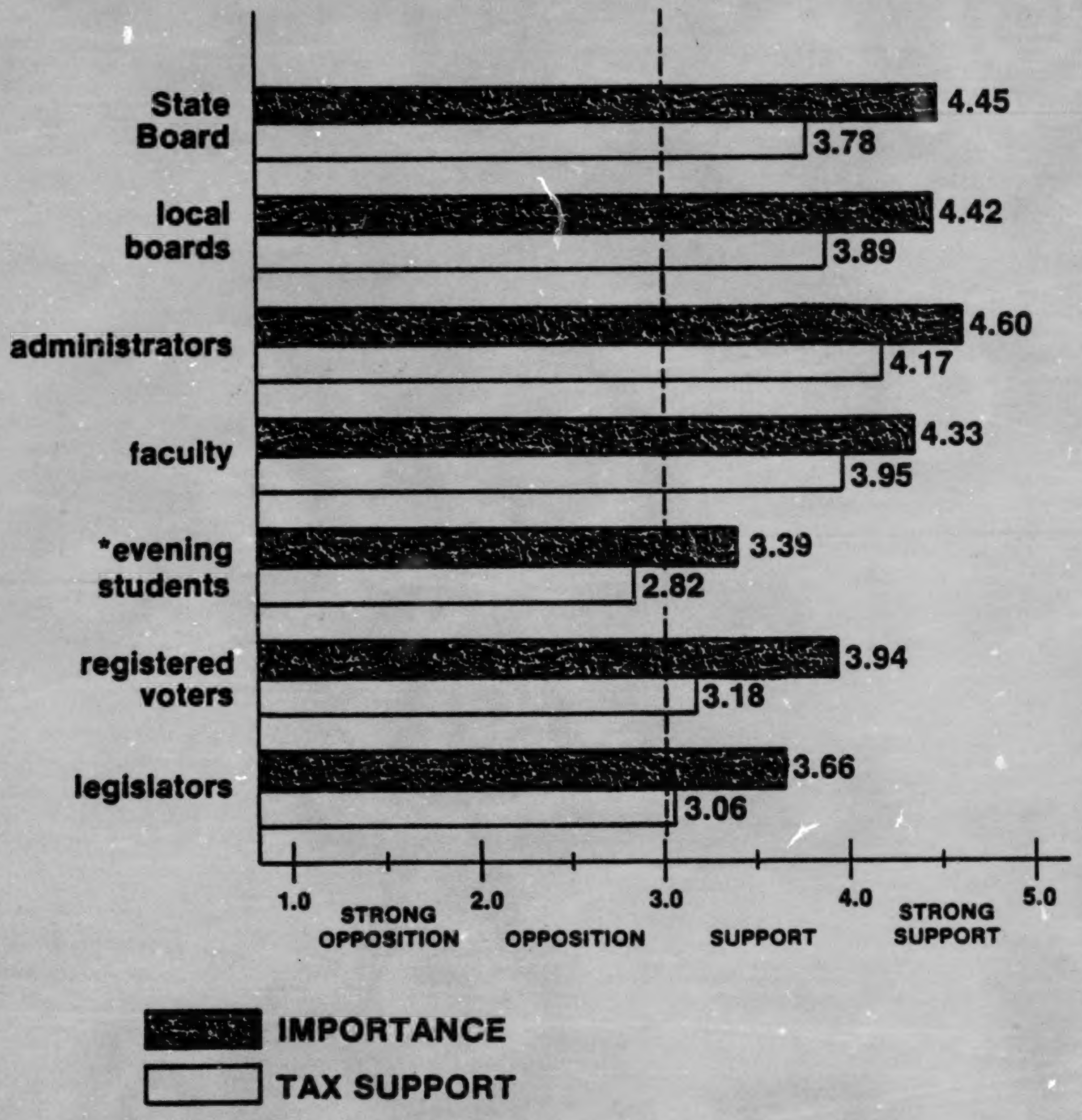
providing facilities and services for local community and business groups



*from pilot study

Table .8: Support for Mission #3:

providing special support services and programs for students with high academic ability



*from pilot study

Mission #6, serving high school students, received considerable support for its importance from all groups. Administrators strongly supported serving this clientele, and expressed equally strong support for funding the mission with tax dollars. All groups except registered voters also supported the use of tax dollars to provide services for high school students at the community college. Legislators, again, appeared least enthusiastic about the importance of serving this clientele.

Mission #7, providing special assistance and programs for mentally and physically handicapped students, received support from all groups for the importance of making services to this clientele available and for funding the services with tax dollars. The pattern of support was somewhat unusual in that evening students, registered voters and the State Board indicated strongest support both for importance and the use of tax dollars. Community college faculty and administrators joined legislators in expressing less enthusiasm for serving this particular clientele. Legislators were least willing to expend tax dollars in support of this mission. Nonetheless, all groups surveyed supported serving the handicapped as an important and fundable mission of the community college.

Mission #9, serving non-high school graduates, received generally positive, though mixed, support. Only registered voters indicated marginal opposition to serving this clientele. The State Board and community college administrators, expressed strongest support for the importance of serving non-high school graduates and for using tax dollars to do so. Registered voters, evening students and legislators did not support using tax dollars to serve non-high school graduates; of these groups, legislators indicated the least opposition.

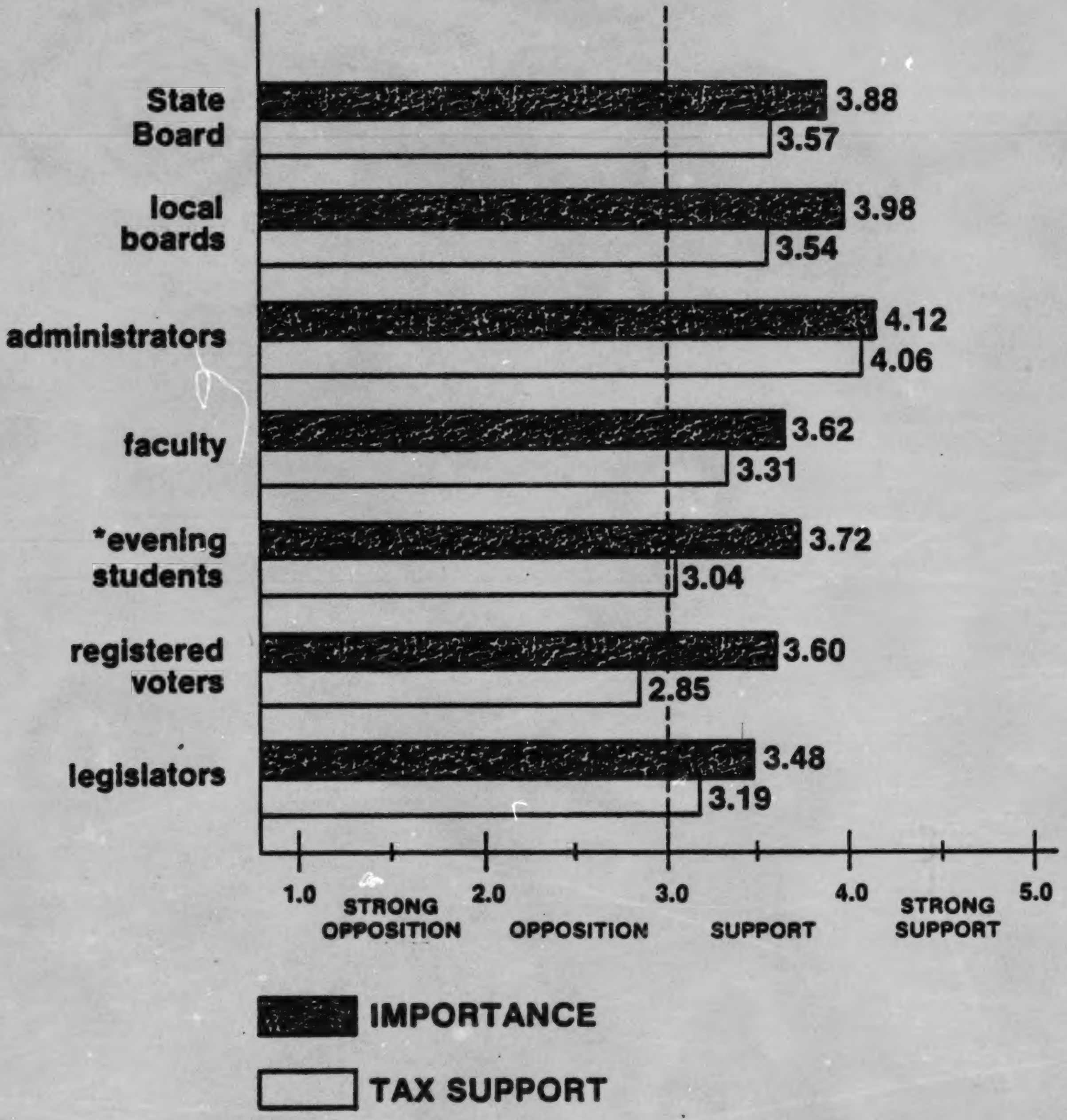
Mission #10, providing special support services for minority groups, received support from all groups for its importance. Internal community college groups rated its importance higher than external groups. The same internal constituencies -- boards, administrators and faculty -- supported the use of tax dollars for this mission, although this support was marginal except for administrators. Legislators, registered voters and evening students opposed funding this mission with tax dollars.

Mission #12, providing facilities and services for non-residents of the local community, received the lowest levels of support of all the clientele-based missions from all groups. All groups but legislators indicated at least some support for serving this clientele, with the State Board expressing the most support for providing facilities and services for non-residents of the local community who could not easily commute from home to college. However, no group surveyed, including the State Board, supported the use of tax dollars to fund services for this clientele.

Of the six clientele-based missions, those serving students with high academic ability, high school students and the mentally and physically handicapped received highest overall support from the groups. The internal groups indicated less support for serving the mentally and physically handicapped because they apparently differentiated between the two groups. They strongly supported assisting the physically handicapped but were much less likely to support providing instruction and skills training to the mentally handicapped. The importance of serving non-high school graduates and providing special support services for minorities was generally supported, but sentiment for funding these missions was found only among community college board members, administrators and faculty.

Table 9: Support for Mission #6

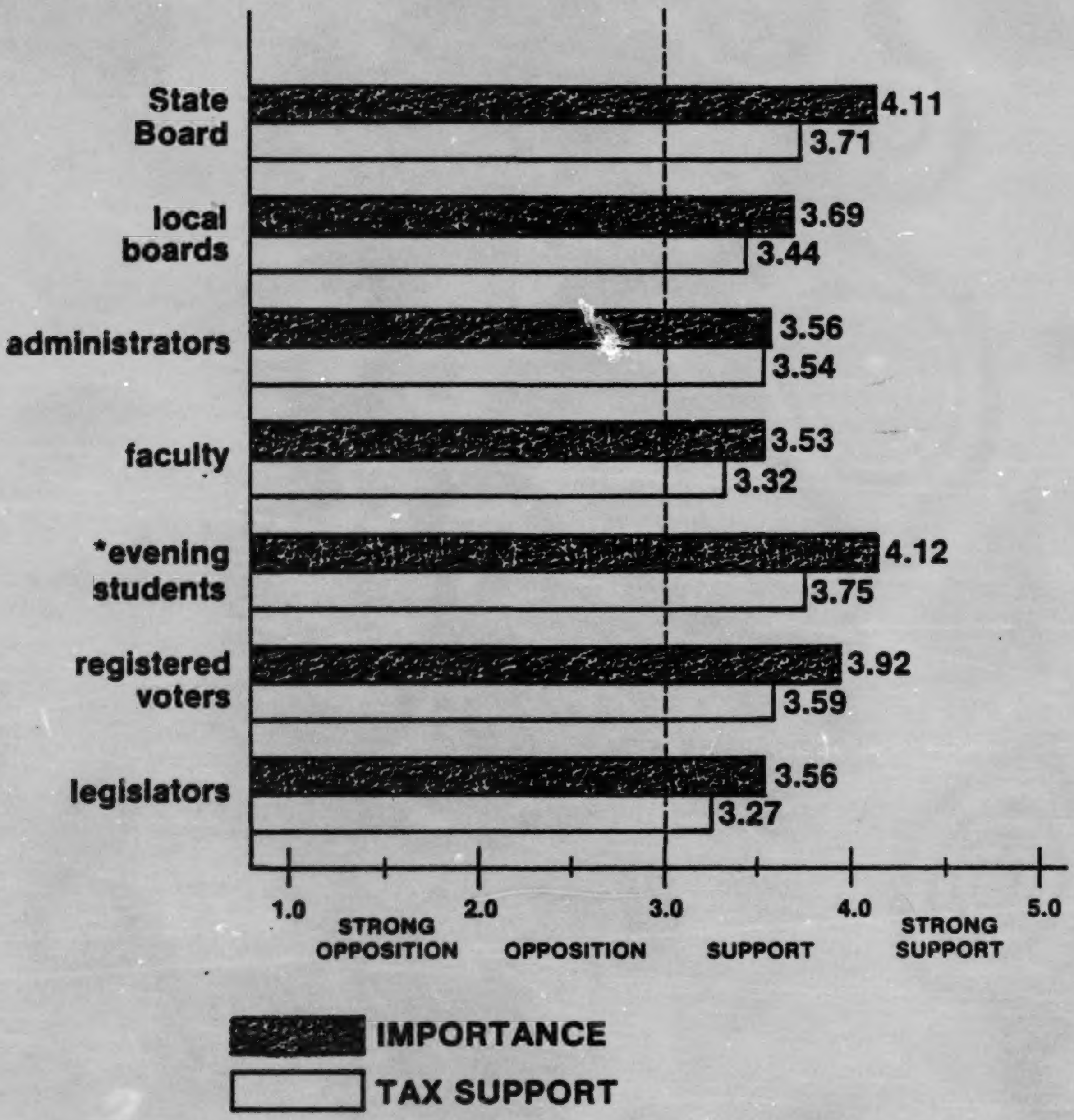
serving high school students



*from pilot study

Table 10. Support for Mission #7:

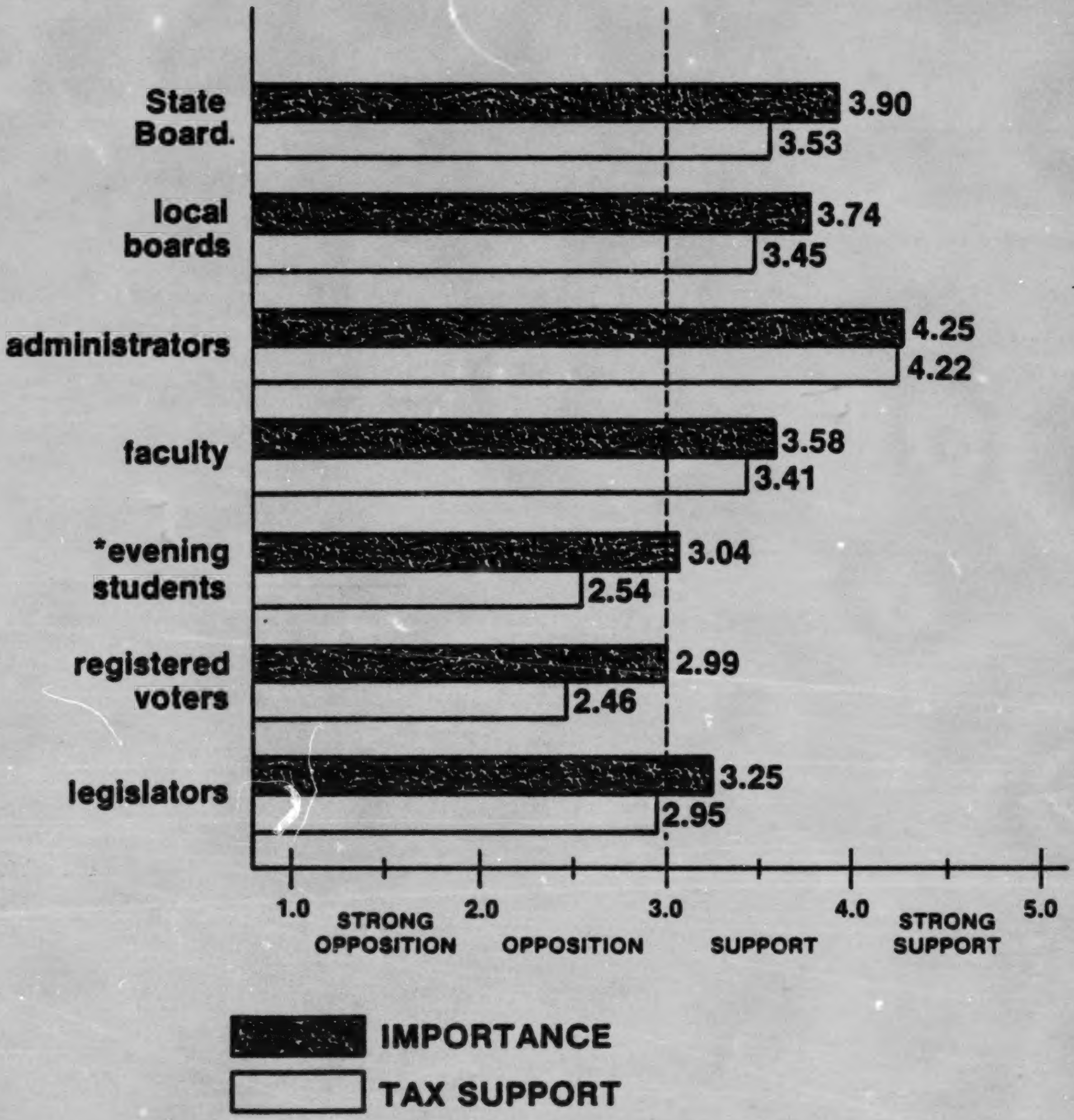
providing special assistance and programs for mentally and physically handicapped students



*from pilot study

Table 11: Support for Mission #9:

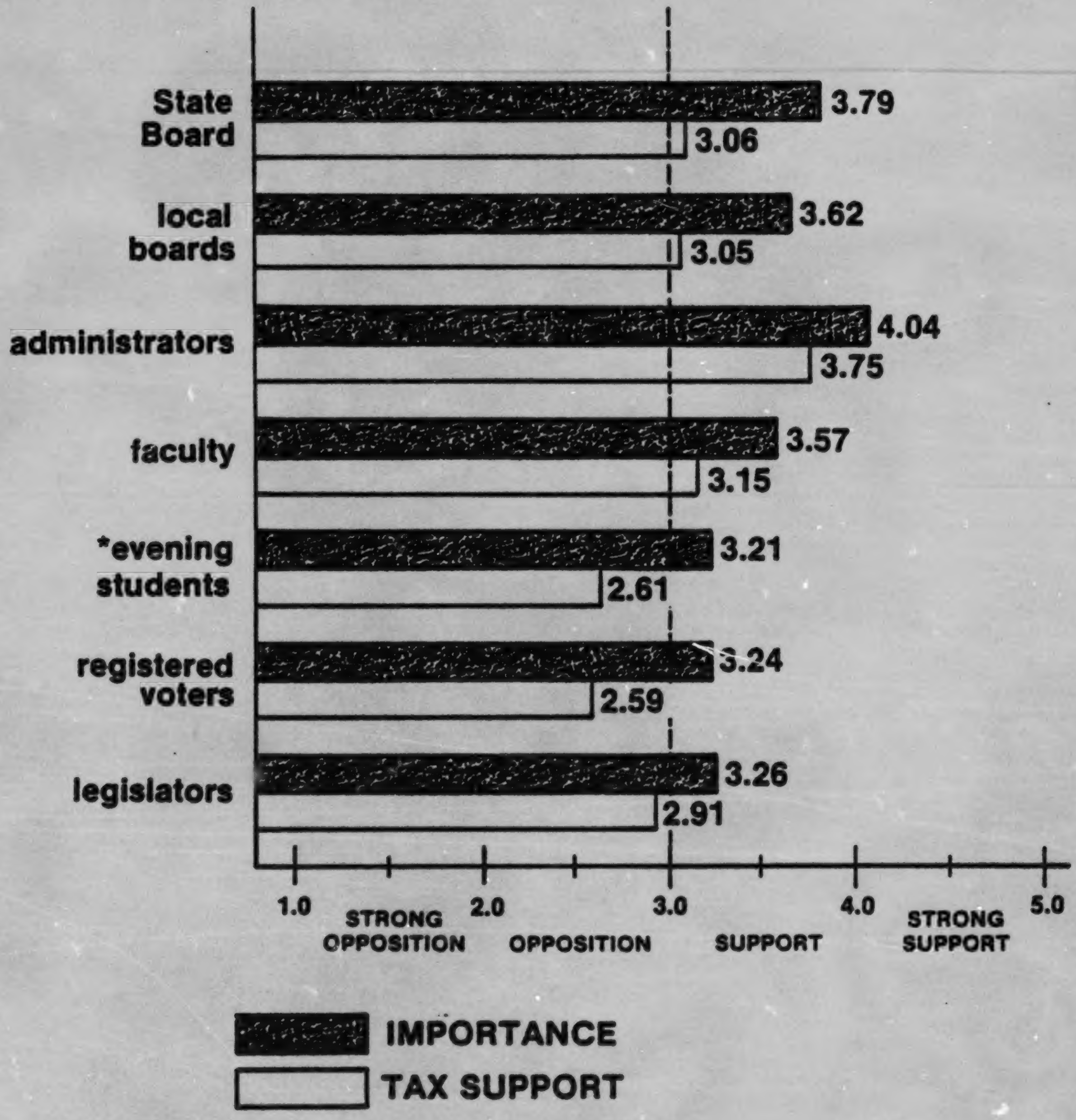
serving non-high school graduates



*from pilot study

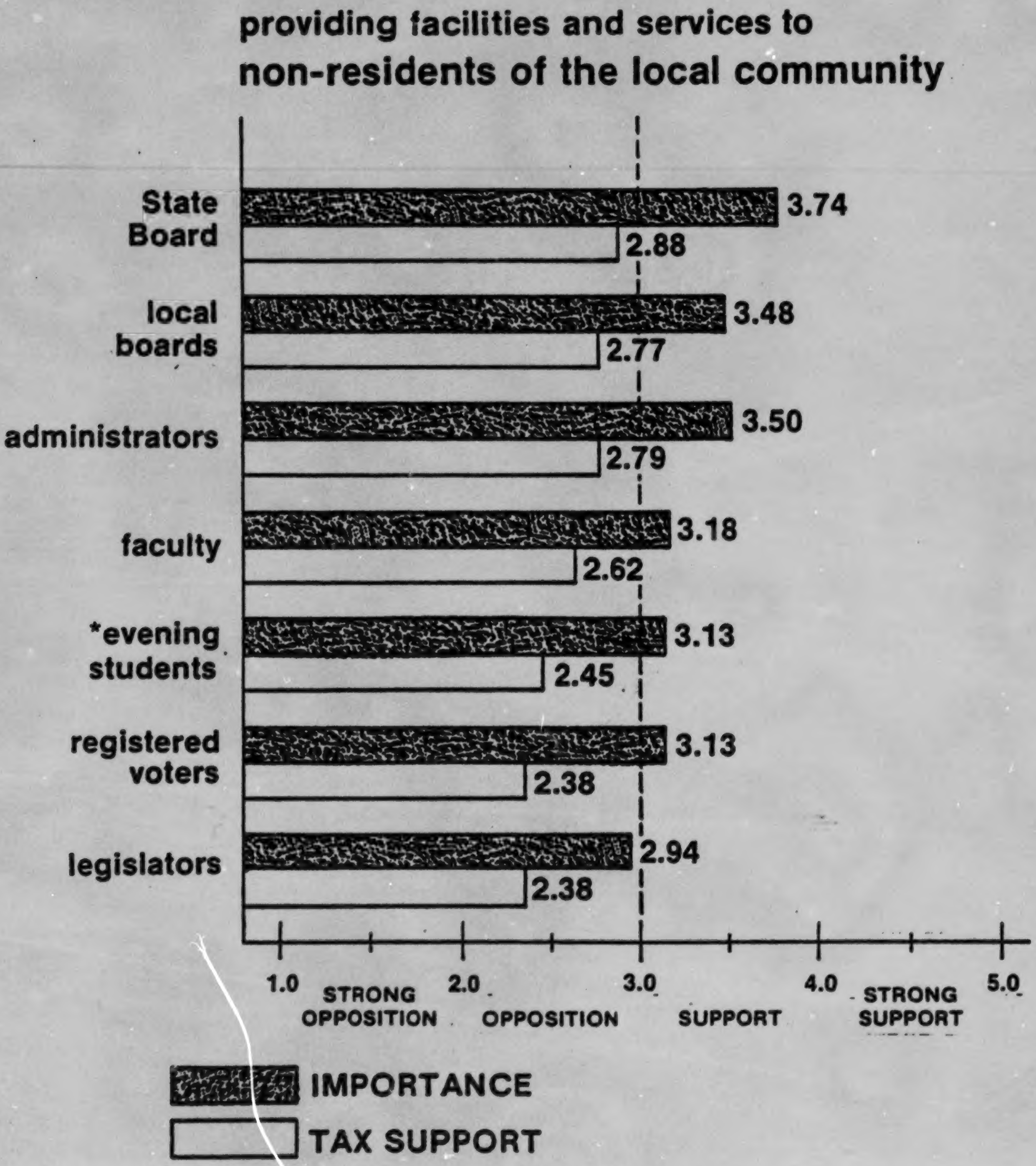
Table 12. Support for Mission #10:

providing special support services for minority groups



*from pilot study

Table 13: Support for Mission #12



*from pilot study

Providing facilities and services for non-residents of the local community appeared to be somewhat important for nearly all groups surveyed, but none supported funding this mission with tax dollars. Providing residence halls is a practice common only to the rural community colleges where vast distances make commuting impractical for many district residents. Because urban respondents outnumbered their rural counterparts, the level of support reported for operating residence halls provided an inaccurate picture of the importance of this practice to the rural areas. More detailed information on rural and urban differences appears in the next chapter.

Overall, it appeared that respondents to the Community College Activities Survey most strongly supported the community college in activities related to transfer, occupational/technical and general education courses and degree programs, vocational training and basic skills instruction to traditional community college clientele -- to traditional college age students (18-22 years old), to adults older than college age, and to those with limited skills or potential to go beyond a community college certificate or degree. In addition, there seemed to be strong support for extending these and other special services to students with high academic ability, to the mentally and physically handicapped, and to high school students. Performing other functions and serving other clientele were also supported, but to a lesser degree.

Priorities

The relative priority assigned to each of these operational missions by each respondent group was determined by ranking support for the importance of each mission and for the use of tax dollars to fund them. The following tables summarize these rankings according to the average support expressed by each constituent group. Table 14 ranks the missions according to the importance assigned to community colleges in performing them. Table 15 ranks the missions according to the support for the use of tax dollars to fund them. A measure of the overall priority for each mission was calculated by averaging the ranks assigned to each mission by the seven respondent groups identified in the tables.

Those missions which received positive support as evidenced by an average score of 3.00 or higher are above the heavy line in each table. Those missions that received an average score of less than 3.00 are positioned below the heavy line.

Rankings of Importance

The three top priorities of the State Board, local community college governing boards, administrators, faculty and legislators were identical: providing courses and associate degree programs, entry-level vocational training and special programs for students of high academic ability -- apparently in order to enhance the instructional program leading to associate degrees. Evening students and registered voters substituted serving the handicapped for one of these, but the basic priorities of the respondent groups for community colleges were quite similar. This consensus concerning top priorities was reflected in the average rank of the three most commonly identified missions.

Table 14: Importance Rankings for Operational Missions by Major Respondent Groups

Rank	State Board	Local Boards	Administrators	Faculty	Evening Students	Registered Voters	Legislators	Average Rank
1st	(3) high ability students	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs
2nd	(2) vocational training	(3) high ability students	(2) vocational training	(3) high ability students	(7) handicapped	(3) high ability students	(2) vocational training	(2) vocational training
3rd	(1) associate degree programs	(3) vocational training	(3) high ability students	(2) vocational training	(2) vocational training	(7) handicapped	(3) high ability students	(3) high ability students
4th	(5) student activities	(4) basic skills	(9) non-high school grads.	(5) student activities	(4) basic skills	(2) vocational training	(7) handicapped	(4) basic skills
5th	(4) basic skills	(6) high school students	(5) student activities	(4) basic skills	(6) high school students	(6) high school students	(5) student activities	(5) student activities
6th	(7) handicapped	(5) student activities	(4) basic skills	(8) general interest courses	(8) general interest courses	(4) basic skills	(6) high school students	(6) high school students
7th	(9) non-high school grads.	(11) facilities & services	(6) high school students	(6) high school students	(5) student activities	(5) student activities	(4) basic skills	(7) handicapped
8th	(6) high school students	(9) non-high school grads.	(8) general interest courses	(9) non-high school grads.	(3) high ability students	(8) general interest courses	(5) facilities & services	(8) general interest courses
9th	(10) minority groups	(8) general interest courses	(10) minority groups	(10) minority groups	(10) minority groups	(11) facilities & services	(10) minority groups	(9) non-high school grads.
10th	(11) facilities & services	(7) handicapped	(11) facilities & services	(7) handicapped	(12) non-residents	(10) minority groups	(9) non-high school grads.	(10) minority groups
11th	(12) non-residents	(10) minority groups	(7) handicapped	(11) facilities & services	(11) facilities & services	(12) non-residents	(8) general interest courses	(11) facilities & services
12th	(8) general interest courses	(12) non-residents	(12) non-residents	(12) non-residents	(9) non-high school grads.	(9) non-high school grads.	(12) non-residents	(12) non-residents

*Positive support above the heavy line; lack of support below the heavy line.

Table 15: Tax Dollar Support Rankings for Operational Missions by Major Respondent Groups

Rank	State Board	Local Boards	Administrators	Faculty	Evening Students	Registered Voters	Legislators	Average Rank
1st	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(7) handicapped	(8) handicapped	(2) vocational training	(1) associate degree programs
2nd	(2) vocational training	(2) vocational training	(2) vocational training	(2) vocational training	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(2) vocational training
3rd	(4) basic skills	(3) high ability students	(9) non-high school grads.	(3) high ability students	(2) vocational training	(3) high ability students	(7) handicapped	(3) high ability students
4th	(3) high ability students	(4) basic skills	(3) high ability students	(4) basic skills	(4) basic skills	(2) vocational training	(6) high school students	(4) basic skills
5th	(7) handicapped	(6) high school student	(6) high school students	(5) student activities	(6) high school students	(4) basic skills	(4) basic skills	(7) handicapped
6th	(6) high school students	(9) non-high school grads.	(4) basic skills	(9) non-high school grads.	(3) high ability students	(6) high school students	(3) high ability students	(6) high school students
7th	(9) non-high school grads.	(7) handicapped	(10) minority groups	(7) handicapped	(5) student activities	(5) student activities	(9) non-high school grads.	(9) non-high school grads.
8th	(10) minority groups	(5) student activities	(5) student activities	(6) high school students	(10) minority groups	(10) minority groups	(10) minority groups	(5) student activities
9th	(5) student activities	(10) minority groups	(7) handicapped	(10) minority groups	(8) general interest courses	(8) general interest courses	(5) student activities	(10) minority groups
10th	(12) non-residents	(12) non-residents	(8) general interest courses	(8) general interest courses	(9) non-high school grads.	(9) non-high school grads.	(12) non-residents	(8) general interest courses
11th	(8) general interest courses	(8) general interest courses	(11) facilities & services	(12) non-residents	(12) non-residents	(12) non-residents	(8) general interest courses	(12) non-residents
12th	(11) facilities & services	(11) facilities & services	(12) non-residents	(11) facilities & services	(11) facilities & services	(11) facilities & services	(11) facilities & services	(11) facilities & services

*Positive support above the heavy line; lack of support below the heavy line.

The middle range of rankings varied somewhat depending upon the preferences of respondent groups for a particular function or clientele. Overall, however, providing basic skills instruction ranked fourth in priority behind the consensus top three, and sponsoring student activities and serving high school students and the mentally and physically handicapped followed. Community college administrators assigned a much higher priority to serving non-high school graduates than any of the other groups. Evening students ranked providing special programs for students with high academic ability quite low in contrast with the higher priority accorded this mission by all other groups.

On the lower end of the scale, providing facilities and services for non-residents of the local community who live beyond commuting distance from the college received lowest or next to lowest priority from six of the seven groups. There was evidence, however, that rural respondents placed a considerably higher priority on this mission. Overall, providing facilities and services for community and business groups was ranked second lowest priority, despite some support from legislators and local governing board members. Serving non-residents and non-high school graduates, received the only negative scores reported for the importance of any mission from registered voters and legislators. The State Board and the State Legislature agreed on the very low priority of community colleges providing general interest courses and activities to senior citizens and other members of the community, and even the registered voters surveyed in this study -- although proportionately overrepresented by respondents sixty years of age or older -- ranked these courses and activities only eighth in priority of importance.

However, the most significant aspect of these rankings of relative importance is that six of the top seven priorities of all respondent groups were identical. While each group expressed a preference for one or two selected functions or clientele, the real differences among the seven constituencies were not in priorities, but rather in levels of support. As might be expected, external constituencies, including voters and legislators, expressed lower levels of support for the importance of community college functions overall than did internal constituencies, such as community college board members, administrators and faculty. Nonetheless, the differences were a matter of degree, rather than priority assignment.

Rankings of Tax Support

The differences in the degree to which different constituent groups were willing to support community college missions was clearly reflected in their support of the use of tax dollars to fund these missions. External constituencies, such as registered voters and legislators as well as evening students, appeared much less willing to support the entire range of community colleges activities with tax dollars than were internal groups.

The tax support rankings displayed in Table 15 provide several other insights. First, it should be noted that the top four overall priorities for the use of tax dollar funding were identical to the top four priorities for importance. Providing courses and associate degree programs, entry-level vocational training, special programs for students with high academic ability and basic skills instruction received top priority in both rankings. Only registered voters did not express outright support for the use of tax dollars to fund all of these priorities, and their marginal opposition -- 2.89 -- to the basic skills mission seemed to better be explained by their general reluctance to use tax dollars to support any community college activity than by disapproval for basic skills instruction. The overrepresentation of older persons in the group of registered voters helps to explain its parsimonious reaction to all but the top priority missions.

These rankings also indicated a strong consensus among all groups for those community college activities that should not be supported with tax dollars. Providing facilities and services for local community and business groups, providing facilities and services for non-residents of the local community and providing general interest courses and activities for senior citizens and other community members were ranked as lowest priorities for tax dollar support by all groups. Only community college administrators provided any support for funding any of these missions with tax dollars, and their support for funding general interest courses and activities was marginal.

The top priority missions and the low priority missions, then, were similar for all respondent groups for both importance and tax dollar rankings. There were some differences, and these provided insight into the nature of the public mind concerning the willingness of any group to provide public support for a given acitivity or clientele. The most noticeable differences between the two sets of priorities concerned support for specific clientele who were perceived to be either more or less worthy of public assistance. For instance, providing services for the handicapped was ranked as a high priority in tax dollar rankings by both evening students and registered voters. Apparently, handicapped students were thought to be both in need of and worthy of public support, though lower importance rankings suggested less certainty that the handicapped should be a priority clientele for community colleges, specifically. Similarly, non-high school graduates were given higher priority in tax support rankings, apparently because they were perceived to need public assistance to become productive and tax-paying citizens. In contrast, general interest courses for senior citizens and others and facilities and services for community and business groups received lower priority in tax dollar rankings apparently because these clientele were not perceived to be in need of public support. High school students and students with high academic ability were also perceived to be worthy of tax supported services; serving these two groups was viewed as an important responsibility for community colleges.

Another measure that provided insight into functions and clientele regarded as worthy of tax support was the difference between the "importance" score and "tax dollar support" score for any mission or specific activity. A substantial difference between the two scores indicated that the respondents considered the function important but not appropriate for funding with tax dollars. This distinction is theoretically linked to consideration of whether a particular mission or activity provides a benefit to society as a whole, or whether the benefit is limited primarily to an individual or group. Those missions or activities viewed as providing important benefits for the larger society would be expected to receive greater support for the use of tax dollars to fund them, while those that were perceived as providing essentially private benefits would be expected to be paid for by the individual beneficiaries. Tables A13 and A9 in the appendix provide the data to examine both the operational missions and specific activities for which there were large discrepancies between perceived importance and willingness to fund with tax dollars. These tables provide some evidence that certain constituent groups were more attuned to the private versus public benefit issue than others. Board members and legislators in particular seemed more discriminating on this issue; registered voters were the least discriminating.

Representativeness of Respondent Groups

The section on methodology in the Technical Appendix details the methods by which respondent groups were identified and samples drawn. The appendix also provides a detailed breakdown of return rates for each group. As a result of sample selection and return rates, the representativeness of the responses to the Community College Activities Survey from the State Board of Directors for Arizona Community Colleges, from local community college governing boards, from community college administrators and from community college faculty was completely assured. The results reported in this study can be safely generalized to all community college board members and administrators in the State of Arizona and to all community college faculty in the Maricopa Community Colleges and at Central Arizona College. In addition, while the return rates achieved for state legislators were substantially below those for the preceding groups, their response to the survey was sufficient to permit generalization of their responses to all members of the current State Legislature, particularly in the absence of evidence that responding legislators represented a biased group of the entire body.

However, there is considerable evidence that the group of responding community college evening students was not representative of all students in the Maricopa Community Colleges and at Central Arizona College. Neither was the group of responding registered voters necessarily representative of all registered voters in Maricopa and Pinal Counties. Certainly these respondents cannot be claimed to be representative of all residents of the two counties. Therefore, results of the Community College Activities Survey presented in this report, particularly measures of support or opposition for community college missions, need to be carefully qualified for these two groups.

Evening Students

First, the results reported for evening students were from an early version of the Community College Activities Survey, either distributed or administered to a non-random sample of evening classes at four Maricopa Community Colleges and at Central Arizona College during the pilot phase of the study. The primary purpose of the pilot administration of the survey was to determine the reliability of the survey format and to provide the analytical basis for the reduction of the survey from ninety-five to sixty items. The 564 usable responses representing evening students were obtained from evening classes that were judged to be broadly representative of evening community college offerings in the two districts and that were accessible to the researchers. For these reasons, the claim cannot be made that this group of evening students represented all evening students in either district, nor all community college students in the two districts. At the same time the profile of student characteristics presented in Table 16 provides evidence of considerable diversity in terms of age, ethnic status and related variables. The profile suggests the respondent group was typical of evening community college students -- overwhelmingly part-time and non-minority, predominately older than traditional college age, female and with less than thirty credit hours earned at the community college.

Perhaps the most interesting finding for this group of evening students was the extent to which their views concerning appropriate levels of support for community college activities and missions paralleled those of registered voters. They were more closely aligned to external constituencies in their perceptions than to internal groups. In fact, in response to the survey, nearly twenty percent of the students enrolled in evening community college classes identified themselves as "community members" rather than as "students." This finding

Table 16: Demographic Profile of Evening Student Respondents

Characteristic	Number	Percent
Status:		
full-time	71	2.6
part-time	390	69.1
non-credit	23	4.1
other/no response	80	14.2
Total	564	
Sex:		
male	190	33.7
female	353	62.6
other/no response	21	3.7
Age:		
under 18	8	1.4
18 - 20	46	8.2
21 - 30	190	33.7
31 - 40	158	28.0
41 - 50	90	16.0
51 - 60	31	5.5
60 plus	15	2.7
other/no response	26	4.6
Ethnic Category:		
Black	23	4.1
Hispanic	49	8.7
Native American	33	5.9
Asian	3	.5
White (non Hispanic)	422	74.8
other/no response	34	6.0
Previous Credits:		
0 - 15	280	49.6
16 - 30	74	13.1
31 - 45	42	7.4
46 - 60	40	7.1
60 plus	35	6.2
other/no response	93	16.5
Identification:		
student	395	70.0
community member	108	19.1
other/no response	61	10.8

suggests the need for community college administrators to reexamine the assumption that involving more community members in courses or activities will lead to increased voter support for increased funding for community colleges.

Registered Voters

The decision to use lists of registered voters for information about attitudes of the general population of Maricopa and Pinal counties was based on the assumption that those who register to vote are more likely to be active in the political process and decree to hold views of greater interest to those who make policies affecting the direction and priorities of community colleges. Registered voters, of course, differ from the total populations of the two counties in several important ways; minorities and other disadvantaged groups are underrepresented; older, more educated, more prosperous and less transient residents are overrepresented. As Table 17 indicates, the profile of respondents suggests that our sample was biased by a disproportionately high return rate from older, better educated, more prosperous and non-minority registered voters.

Just over thirty percent of the registered voters returned the survey. While this rate is typical for mail surveys of the general population, it did not guarantee that the respondents were representative of all registered voters in the two counties because of the biases indicated above. The effects of this bias on responses can only be estimated. For example, if only the responses from minoirities are considered, support for Mission #10, providing special support services for minority groups, increases characteristically. It is possible that the disproportionate members of older voters responding to the survey have influenced the level of support for funding community college missions with tax dollars as well as the importance placed on more traditional community college missions and clientele. At the same time, however, the similarity between the views of the sample of registered voters and the evening students suggests that these two groups may be more representative of all county residents (or at least those whose voices and votes are heard by legislators and board members) than demographic data alone suggests.

Table 17: Demographic Profile of Registered Voter Respondents Compared to All County Residents

Characteristic	Responding Registered Voters		*All County Residents
	%		%
Sex:			
male	47.7		49.4
female	52.3		50.6
Age:			
18 - 22	3.7	15 - 24	26.0
23 - 30	13.1	25 - 34	20.5
31 - 40	18.2	35 - 44	14.4
41 - 50	19.2	45 - 54	12.5
51 - 60	17.0	55 - 64	11.0
60 plus	28.8	65 plus	15.4
Ethnic Category:			
Black	.7		3.2
Hispanic	5.5		15.9
American Indian	unavailable		1.6
Asian	.5		.4
White	91.3		78.7
Education - Earned Degree:			
GED	4.7		unavailable
HS Diploma	37.0		"
associate's	10.5		"
bachelor's	26.1		"
master's	10.8		"
doctorate	3.4		"
other	7.5		"
Annual Income:			
under $15,000	18.7		unavailable
$15,000 - $30,000	47.9		"
over $30,000	33.4		"

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*Data abstracted from the Arizona Statistical Review, September, 1980, Valley National Bank.

CHAPTER IV
URBAN AND RURAL SIMILARITIES AND DIFFERENCES

One of the origianl assumptions of the design of this study was that urban and rural community colleges might exhibit differences, both in terms of the operational missions defined by their constituencies and in terms of the level of support expressed. In order to examine these issues, the study included an urban community college district, the Maricopa Community Colleges, and a rural community college district, Central Arizona College. This chapter examines the urban/rural distinction by comparing responses to the Community College Activities Survey for the two counties in which the colleges are located.

Mission Definition

Some difference existed between the way in which the urban and rural groups perceived the missions of community colleges. These differences are summarized in Table 18. The perceptions of urban groups were essentially those identified in Chapter II because urban respondents far outnumbered rural respondents in the total group. Thus, urban respondents generally perceived the principal mission of community colleges to be providing courses and associate degree programs in transfer, occupational/technical and general education areas to students who are college age or older--Mission#1 as previously defined. However, rural respondents viewed this principal mission in broader terms to include a range of academic support services such as study skills courses and library services, as well as entry-level vocational training in the technologies, health services and office education. While the perceptions of the two groups were quite similar, urban respondents differentiated entry-level vocational training into a separate mission category, Mission #2.

Another difference between urban and rural views of mission concerned student activities. Urban respondents grouped traditional activities that complement the educational program into Mission #5. Rural respondents perceived this mission to include the same activities; however, they expanded the list to include operation of residence halls and providing housing referral assistance. These activities were seen by rural constituencies as an essential complement to the educational program, rather than as optional services.

Thus rural respondents combined two missions identified in the analysis of all respondents--Mission #5 providing student activities to complement the educational program, and Mission #12, providing facilities and services to non-residents of the local community--into a single broader category that might be identified as a "student life mission." Because of the large georgraphic areas served by the rural colleges in Arizona, five of them have operated residence halls since their founding. Serving residential students is a well understood and necessary practice for these institutions. The differences between rural and urban colleges in terms of accessibility to district residents translated into significant differences in levels of support for facilities and services for non-residents of the local community as described elsewhere in this chapter.

A final difference between urban and rural groups related to how they defined the community service mission, Mission #11. Urban constituents emphasized services

Table 18: Urban Versus Rural Perceptions of Selected Operational Missions

Mission #1: providing courses and associate degree programs to students college age or older

Urban	Rural	Activity
#20	#20	transfer programs for adults
#21	#21	occupational programs for adults
# 9	# 9	transfer programs in sciences
#56	#56	transfer programs for college age
# 3	# 3	occupational programs for college age
#13	#13	occupational programs commercial arts
#38	#38	general education courses
	#54	physical ed., fine/performing arts, etc. courses
	#55	study and academic survival skills
	#17	library services
	#35	entry-level technical training
	#51	office education training

Mission #2: providing entry-level vocational training

Urban	Rural	Activity
#35	(included in Mission #1 above)	entry-level technical training
#51		office education training
#48		hospitality services programs
#39		hands on skills training
#40		skills training for seniors

Mission #5: sponsoring student activities to complement the educational program

Urban	Rural	Activity
#55	(included in Mission #1 above)	student and academic survival skills
#54		physical ed., fine/performing arts, etc. courses
#14	#14	advisement, tutoring, etc. student leaders
#45	#45	athletics and other extracurricular activities
#59	#59	student government, publications
	#34	operate residence halls
	#37	housing referral assistance

Mission #12: providing facilities and services for non-residents of the local community

Urban	Rural	Activity
#34	(included in Mission #4 above)	operate residence halls
#37		housing referral assistance

Mission #11: providing facilities and services for community and business groups

Urban	Rural	Activity
#10		economic and community development
# 8		access to facilities to community groups
#17		library services
#19	#19	computer services to community groups
#23	#23	applied research and consulting services
	#24	social services to non-students
	#29	clearinghouse & referral for social services

to groups including computer services, meeting rooms and other facilities, applied research and consulting, and assisting with community economic development. Rural respondents broadened the mission by adding such services to individuals as child care, health screening and referrals for social services. As in the case of student services, rural respondents made fewer distinctions in the types of services included or the clientele to be served. The differences in perceptions may be related to the real differences between urban and rural settings. While social services are readily available through a variety of agencies in the urban setting, these services are considerably more limited and less accessible in the rural environment. Thus, the community college was more likely to be viewed as an all-purpose resource by rural respondents than by urban respondents.

Overall, urban and rural constituents were far more similar than different. Of the hundreds of variations in mission definition that could have occurred, only three differences emerged. In all three, rural respondents perceived missions in somewhat broader terms than their urban counterparts. For two of the differences, rural respondents combined two missions into one, and in the third they simply expanded the list of activities to be included. The basic consistency between urban and rural views supports the validity of the missions operationally defined for Arizona community colleges in Chapter II.

Urban and Rural Support for Missions

The levels of support for the operationally defined missions of Arizona community colleges indicated by urban and rural respondents were closely related. While similarities predominated, two important differences were detected. As might be expected, rural respondents from all groups -- board members, administrators, faculty and registered voters -- provided strong support for the importance of Mission #12, providing facilities and services for non-residents of the local community, and almost unanimously, although less enthusiastically, they supported the use of tax dollars to fund this mission. In contrast, urban constituencies reported either marginal support or opposition to the importance of this mission. None of the urban groups supported the use of tax dollars for such facilities and services. The differences between the attitudes of urban and rural respondents in terms of serving the residential student are detailed in Table 19. Comparison of these results with those reported for the total group of respondents in Chapter III highlights the differences in level of support for this mission among rural respondents.

The second significant difference between urban and rural respondents was the somewhat greater willingness of registered voters in rural areas to support several of the community college missions with tax dollars. This difference is displayed in Table 20. In most instances, these differences in level of support for the use of tax dollars were small, and represented less opposition for tax dollar funding rather than more positive support. However, this finding may indicate that rural constituencies were somewhat more inclined to view their community college as an important all-purpose resource than urban groups who appeared to view their community colleges in more circumscribed terms.

Priorities

The priorities that urban and rural respondents accorded to operationally defined missions of their community colleges were remarkably similar. The average rank or priority assigned by each group for importance and their

Table 19: Urban Versus Rural Support for Mission #12

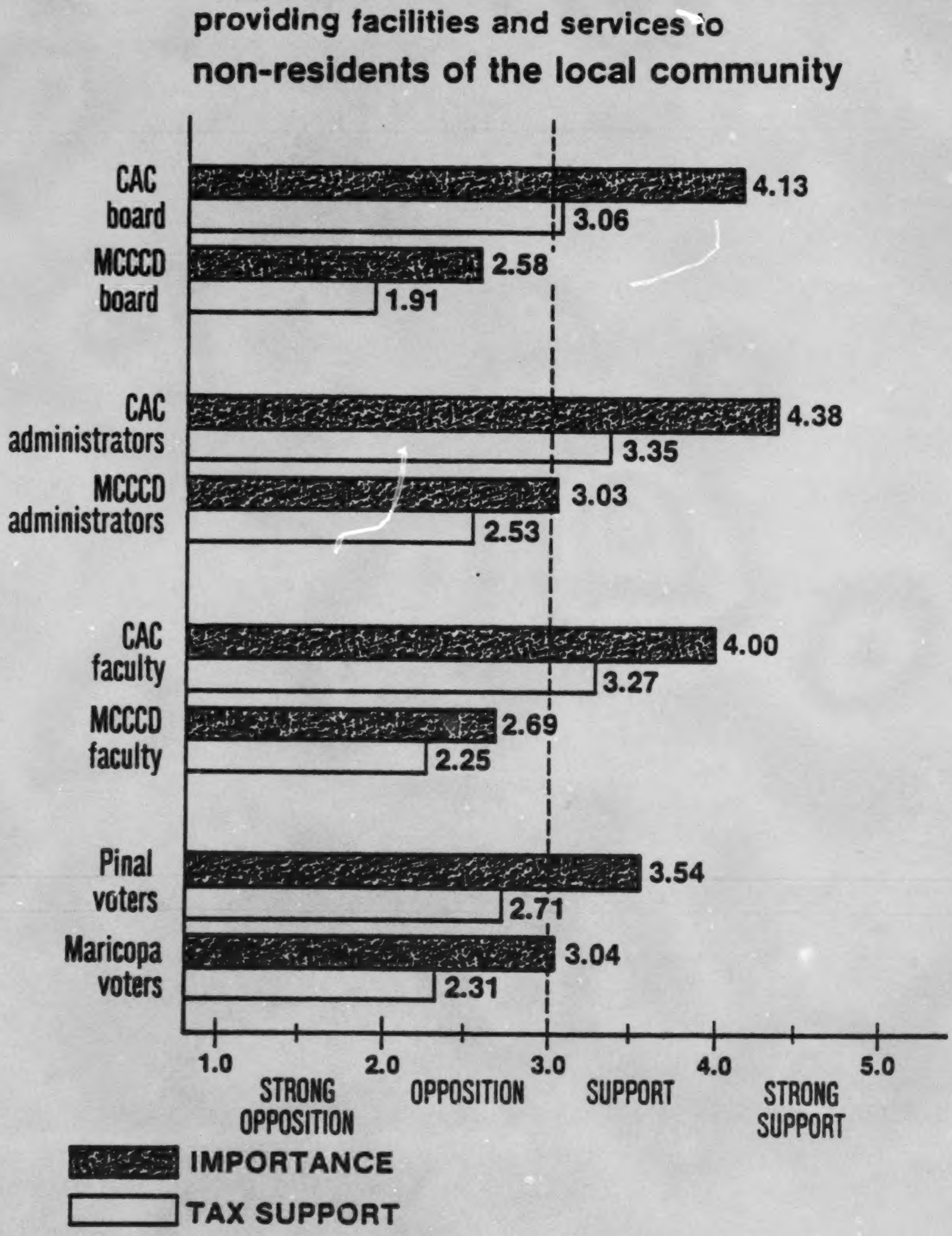
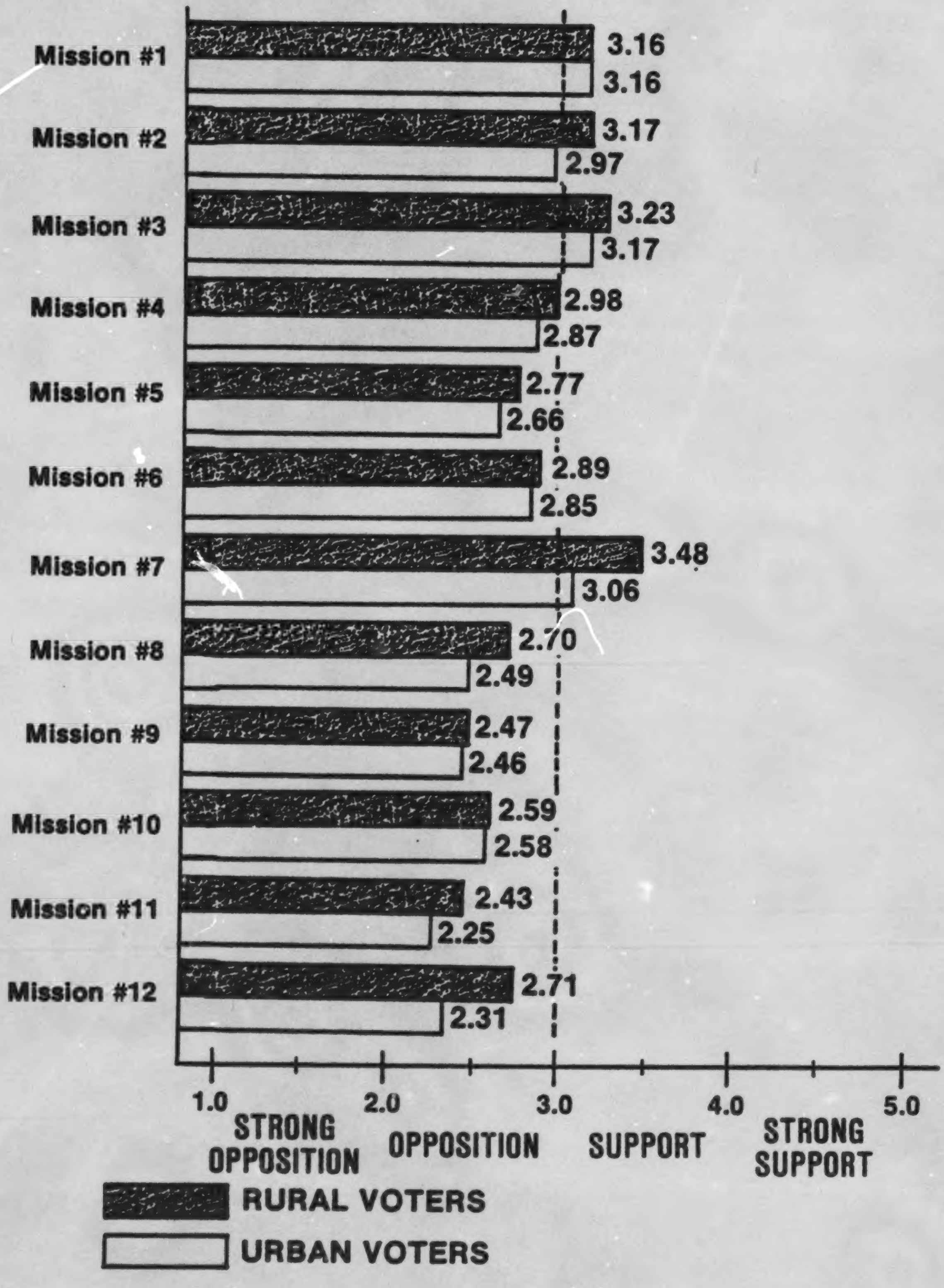

providing facilities and services to non-residents of the local community

Table 20: Urban Versus Rural Tax Dollar Support for Operational Missions



willingness to support these missions with tax dollars are detailed in Table 21. These rankings further substantiate the limited differences between urban and rural constituencies.

Urban and rural respondents agreed on the four missions of greatest importance for community colleges: providing courses and associate degree programs, entry-level vocational training, basic skills instruction and special programs for students with high academic ability, although rural respondents placed less importance on serving this latter clientele. They also generally agreed on the lowest priorities, but here there were some differences. Specifically, rural respondents placed much higher priority on providing facilities and services for non-residents of the local community, Mission #12, while urban respondents made this mission their lowest priority. Rural respondents did not place as high a priority on serving minority groups, Mission #10, and providing general interest courses and activities for senior citizens and other community members, Mission #8. These two missions were their lowest priorities. In contrast, general interest courses received somewhat greater support from urban constituencies.

The priorities of the urban and rural groups were even more similar when the twelve missions were ranked according to attitudes about providing tax support. The rankings for tax support were virtually identical for both constituencies. Even rural groups did not place high priority on funding the operation of residence halls and similar services for non-residents of the local community, although they did agree that this was an important responsibility for rural colleges. A more detailed analysis of the priorities of specific urban and rural groups of respondents is displayed in Tables 22 and 23. The slightly greater willingness of rural constituencies to expend tax dollars on community college missions is evident from this more detailed analysis.

However, the overall picture of urban and rural priorities was one of striking similarities. Both urban and rural community colleges were perceived to be very similar types of institutions performing similar functions for similar clientele. The differences between them appeared to be only those that were related in obvious ways to differences in their respective physical settings.

Table 21: Average Urban Versus Rural Importance and Tax Dollar Support Rankings for Operational Missions

	IMPORTANCE		TAX SUPPORT	
Rank	Urban	Rural	Urban	Rural
1st	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs	(1) associate degree programs
2nd	(3) high ability students	(2) vocational training	(2) vocational training	(2) vocational training
3rd	(2) vocational training	(4) basic skills	(3) high ability students	(4) basic skills
4th	(4) basic skills	(3) high ability students	(4) basic skills	(3) high ability students
5th	(5) student activities	(6) high school students	(7) handicapped	(7) handicapped
6th	(6) high school students	(12) non-residents	(6) high school students	(6) high school students
7th	(7) handicapped	(5) student activities	(5) student activities	(9) non-high school grads.
8th	(8) general interest courses	(7) handicapped	(9) non-high school grads.	(5) student activities
9th	(9) non-high school grads.	(9) non-high school grads.	(10) minority groups	(10) minority groups
10th	(10) minority groups	(11) facilities & services	(8) general interest courses	(12) non-residents
11th	(11) facilities & services	(8) general interest courses	(11) facilities & services	(8) general interest courses
12th	(12) non-residents	(10) minority groups	(12) non-residents	(11) facilities & services

Table 22: Urban Versus Rural Importance Rankings For Operational Missions

Urban Respondents

Rank	Local Board	Admins.	Faculty	Evening Student	Regist. Voter	Average Rank
1st	3	1	1	1	1	1
2nd	1	3	3	7	7	3
3rd	2	2	2	2	3	2
4th	4	9	5	4	2	4
5th	6	5	4	6	6	5
6th	8	10	8	8	4	6
7th	9	4	9	5	5	7
8th	5	8	10	3	8	8
9th	7	6	6	10	11	9
10th	10	11	7	11	10	10
11th	11	7	11	12	12	11
12th	12	12	12	9	9	12

Rural Respondents

Rank	Local Board	Admins.	Faculty	Evening Student	Regist. Voter	Average Rank
1st	2	1	1	7	1	1
2nd	1	2	2	1	3	2
3rd	4	9	3	2	2	4
4th	6	10	12	6	7	3
5th	12	3	5	4	6	6
6th	11	5	4	8	4	12
7th	5	4	8	12	12	5
8th	9	12	6	3	8	7
9th	3	8	11	5	5	9
10th	8	6	7	11	11	11
11th	10	7	10	9	10	8
12th	7	11	9	10	9	10

Positive support above heavy line;
lack of support below heavy line.

Table 23: Urban Versus Rural Tax Dollar Support Rankings For Operational Missions

Urban Respondents

Rank	Local Board	Admins.	Faculty	Evening Student	Regist. Voter	Average Rank
1st	3	1	1	7	3	1
2nd	1	2	2	1	1	2
3rd	2	3	3	2	7	3
4th	6	9	4	4	2	4
5th	4	10	9	6	4	7
6th	5	6	5	3	6	6
7th	9	4	7	5	5	5
8th	7	5	10	10	10	9
9th	10	7	6	8	8	10
10th	8	8	8	9	9	8
11th	11	11	11	12	12	11
12th	12	12	12	11	11	12

Rural Respondents

Rank	Local Board	Admins.	Faculty	Evening Student	Regist. Voter	Average Rank
1st	4	1	1	7	7	1
2nd	2	2	2	1	3	2
3rd	1	9	3	2	2	4
4th	3	4	4	6	1	3
5th	9	6	5	4	4	7
6th	6	3	6	3	6	6
7th	7	10	7	8	5	9
8th	12	7	9	12	12	5
9th	11	8	12	5	8	10
10th	10	5	8	9	10	12
11th	8	12	10	10	9	8
12th	5	11	11	11	11	11

Positive support above heavy line;
lack of support below heavy line.

CHAPTER V
IMPLICATIONS OF THE STUDY

The primary purpose of this study was to establish a basis for redefining the missions of Arizona community colleges in terms that communicate clearly the activities involved, the clientele served and the societal benefit or rationale for subsidizing the clientele and activities with tax dollars. Many community college administrators and board members believe the functions of their institutions are not well understood and that difficulties in communicating mission lie at the heart of problems related to securing adequate resources through the legislative process. Indeed, this is the thesis of the recent Breneman and Nelson (1981) report, as well as of an earlier monograph by Richardson and Leslie (1980).

A second purpose of the study was to assess attitudes about the importance of each of the missions community colleges perform as well as estimates at the level of support for using tax dollars to subsidize these missions. The assumption behind this purpose was the need for policy makers to establish priorities in an era when scarce resources may make it impossible to perform all missions equally well. We reasoned that the process of setting priorities would be assisted by knowledge about perceptions of mission importance and willingness to support them with tax dollars among the various constituencies important to community colleges. The implications which follow are related to these two overriding purposes of the study.

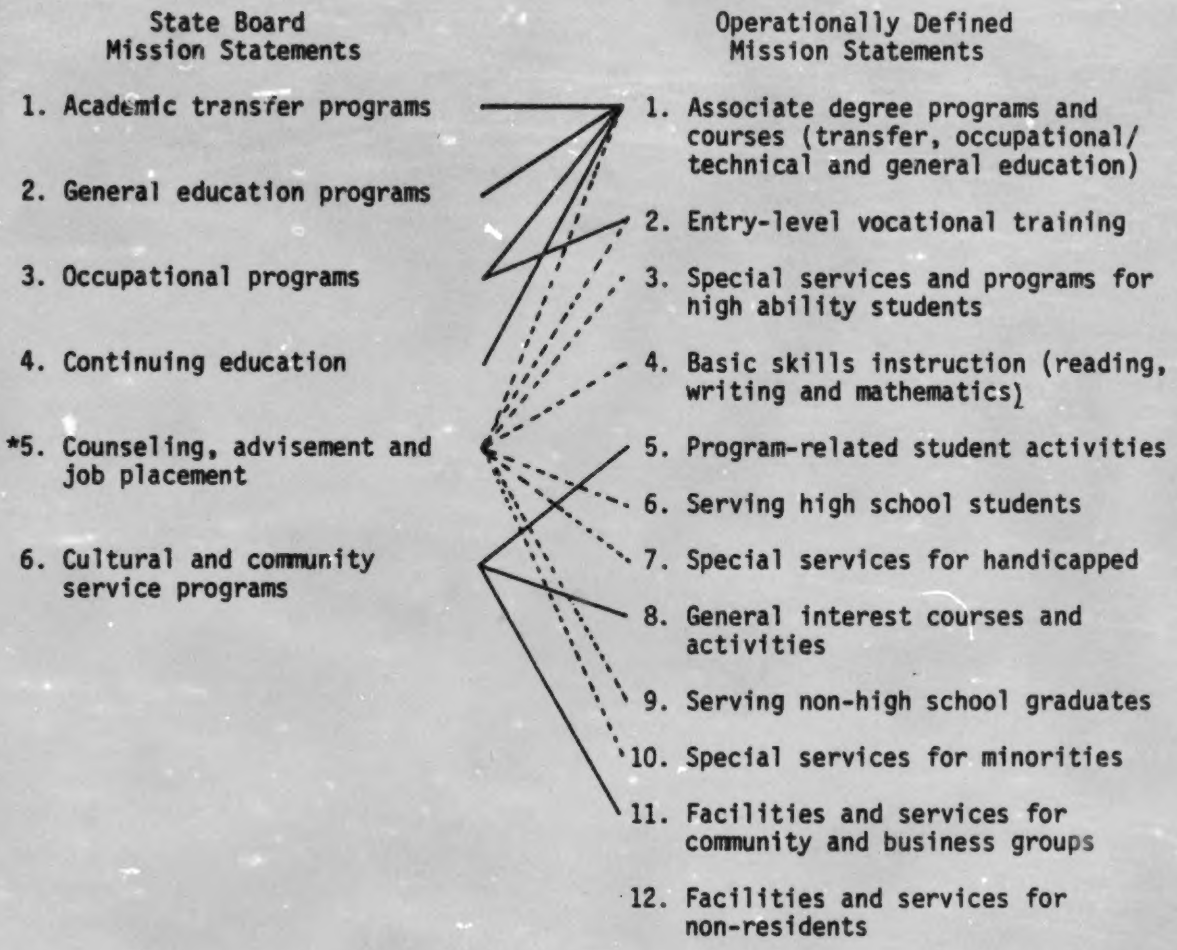
Mission Definition

The missions of the Arizona community colleges as currently defined by the State Board of Directors of Arizona Community Colleges reflect the traditional literature of the community college movement. However, the mission statement does not reflect clearly the views that are held of community college purposes by the constituent groups surveyed in this study, including legislators, registered voters and evening students. The differences between the missions as currently defined and as identified operationally by this study are summarized in Table 24.

Some of the activities in which community colleges are engaged are not reflected at all in the existing mission statement. Others must be inferred. Some current mission categories such as cultural and community service programs encompass as many as three related missions identified by the current study. Counseling, advisement and job placement might be considered as a supporting component of as many as eight operationally defined missions. Even more problematical is the wide [illegible] of priorities assigned to some of the components of existing mission categories. For example, cultural and community service programs in the current mission statement include program-related student activities (priority ranking 5) as well as facilities and services for community and business groups (priority ranking 11).

Communication with legislators and voters could be improved through the use of more clearly defined terminology describing the different missions that community colleges perform. In a similar way, the process of establishing priorities could also be aided.

Table 24: Comparison of the Current Mission Statement for Arizona Community Colleges with the Mission Statements Operationally Defined by this Study



State Board Mission Statements

1. Academic transfer programs
2. General education programs
3. Occupational programs
4. Continuing education

*5. Counseling, advisement and job placement

6. Cultural and community service programs

Operationally Defined Mission Statements

1. Associate degree programs and courses (transfer, occupational/technical and general education)
2. Entry-level vocational training
3. Special services and programs for high ability students
4. Basic skills instruction (reading, writing and mathematics)
5. Program-related student activities
6. Serving high school students
7. Special services for handicapped
8. General interest courses and activities
9. Serving non-high school graduates
10. Special services for minorities
11. Facilities and services for community and business groups
12. Facilities and services for non-residents

*This State Board mission is a supporting component of several of the operationally defined missions.

Recommendation: The State Board of Directors for Arizona Community Colleges should consider adopting some variation of the following statements as a part of their description of mission:

1. providing credit courses and associate degree programs for academically prepared students 18 years of age or older to assist them in:
   a. preparing for transfer to a four-year college or university
   b. preparing for occupations that require education beyond the high school
   c. enhancing their general education and personal development

2. providing entry-level vocational training to youth and adults to qualify them for employment in such job areas as clerical, building trades, auto mechanics, practical nursing, dental assisting and other such areas

3. providing special support services and programs for students with high academic ability to encourage academic excellence

4. providing instruction in basic reading, writing and mathematics skills to students requiring these skills in order to succeed in other college programs or other endeavors

5. providing activities such as athletics, film and concert series, and publications, as well as credit courses in fields such as physical education and the fine and performing arts to college students to enrich their educational programs

6. providing credit courses and associate degree programs in college transfer or occupational/technical fields to students concurrently enrolled in high school to assist them in qualifying for advanced standing or in completing the requirements of their high school program

7. providing appropriate programs and special assistance to students who are mentally or physically handicapped to assist them in gaining access to college resources

8. providing general interest, non-credit courses and activities for senior citizens and other community residents to improve the quality of their lives

9. providing credit courses in college transfer or occupational/technical fields to students who are older than 18 but who have never completed high school nor earned a G.E.D. diploma to afford them the opportunity to further their education

10. providing special assistance to minority students to assist them in gaining access to college programs and resources and in persisting to program completion

11. providing computer services, applied research and consulting services, and access to facilities to community and business groups as a public service

12. providing residence halls, housing referral services or college-sponsored transportation to students who either live beyond normal commuting range or who cannot commute by private automobile or public transportation to assist them in gaining access to college programs and resources

The operational missions defined above are different from traditional missions in that they are alternately more general and more specific. For instance, the academic transfer mission, the occupational/technical mission and the general education mission that are identified as separate and distinct in the current State Board mission definitions are combined in the perceptions of the respondents to the survey as one broad, traditional and "college-like" mission. This difference can be related to clientele-based perceptions. Transfer, occupational/technical and general education courses and programs are traditional community college offerings in which traditional community college students are likely to be enrolled. In fact, these programs are essentially indistinguishable in terms of the functional arrangements that must be made by an institution to offer each. For instance, Accounting 101 is either a transfer, an occupational, or a general education course depending upon the purpose for which any given student enrolls; however, the course is taught with the same emphasis regardless of the intentions of the students enrolled. Some evidence exists that students enrolled in occupational/technical programs may even transfer to universities in considerable numbers, so the distinction between transfer and occupational programs may not be clear-cut.

Alternately, the missions operationally identiffed by this study suggest that some current missions are defined in more general terms than they are perceived by community college constituents. Vocational training was perceived to be distinct from occupational/technical education by respondents to the survey used in this study. Vocational training was associated with relatively low-prestige, entry-level jobs. Occupational/technical education, in contrast, was associated with higher level jobs and more college-like students with greater potential for further educational development and upward career mobility. Similarly, the current community service mission was viewed as comprised of at least two distinct missions aimed at serving two distinct clientele: general interest courses and activities for individuals, and facilities and services for groups.

These operationally defined missions also differentiated student activities seen as complementary to the educational program from other types of student support services, which did not emerge as a distinct mission in the responses to the survey. Student support services, such as counseling, advisement and job placement, tended to be associated with the activities of the instructional program; however, the association was statistically not sufficiently strong to include these instructional support services as part of the general instructional mission, Mission #1.

Finally, some of the currently listed traditional missions did not emerge at all as operationally defined missions. For instance, continuing education was not perceived as a distinct mission of community colleges. Despite the fact that there was considerable support for individual activities traditionally associated with the continuing education function, such as courses offered at various off-campus sites or by alternative delivery systems, these activities were not viewed as a category distinct from the regular instructional program.

Similarly, a nontraditional social services function suggested for community colleges in the literature failed to emerge from the analysis as a distinct mission. Further, the activities associated with such a mission, providing or brokering social services to non-student members of the local community, received very little support. In fact, providing social services to non-students received more opposition from all respondents than any other activity suggested for community colleges in the survey.

The failure of traditional community college missions to emerge as operationally defined missions in this study provides insight into how constituents, particularly those without extensive knowledge of community colleges, perceived what it is that community colleges do. Their perceptions were different from the view of a community college dean, president or board member. This does not imply that one view is right and the other wrong. It does suggest that if board members and administrators are interested in improving communication about community college missions with external constituencies they need to consider the use of definitions that describe what community colleges do in terms that are meaningful to groups who do not read scholarly books about the community college or Carnegie Council reports. Given a mission statement in understandable terms, external groups can assist community college policy makers by "telling them where it hurts" both with respect to services and their pocketbooks.

Diversity and Community College Priorities

Missions #1 through #5, above appear to represent the minimum clusters of activities that should receive priority consideration in all districts. Missions #6 through #12 represent opportunities for community colleges to reflect the diversity of their clientele, geography and community environment by giving more or less emphasis to activities which, while desirable, may be more important to some districts than to others.

Recommendation: In its mission statement the State Board of Directors for Arizona Community Colleges may find it useful to distinguish between required and optional activities and services. Individual community college districts may wish to discuss the importance of each optional mission to the local service area as well as how optional missions should be funded.

Participation and Support for Community College Missions

One of the assumptions that seems to have guided policy decisions during the past decade was that participation in community college programs or services would lead to increased support for public funding for these institutions. The survey of evening students reported in this study casts doubt on that assumption. The attitudes of evening students toward the use of tax dollars to support activities in which community colleges engage closely resembled the attitudes reported by the survey of registered voters. Indeed about one-fifth of the evening student respondents identified themselves as community members rather than students even though the survey was administered in the class they were attending.

Recommendation: Districts interested in using the Community College Activities Survey to collect information about priorities in their service areas may want to consider surveying students in evening classes as a less expensive alternative to mailing surveys to registered voters. While the two groups are not the same, responses in this study were sufficiently similar to suggest the results would be satisfactory for most decision making purposes.

Mission Priorities and Funding Practices

Current funding practices of the State of Arizona give adequate recognition only to Missions #1 and #6. Providing entry-level vocational training has been subsidized primarily by the federal government except where the courses and programs have been structured to terminate in certificate or associate degree programs. Basic skills instruction has been funded at the same level as transfer courses despite the greater cost of the former. Special services for the handicapped, minorities and the undereducated have been funded out of special grants, many of which were provided by the federal government.

This study suggests the existence of substantial support for the use of tax dollars from legislators and registered voters to implement such high priority missions as entry-level vocational training, instruction in the basic skills and special services to high ability students and the handicapped.

Recommendation: The State Board of Directors for Arizona Community Colleges and the Arizona Community Colleges may wish to consider developing cost estimates for adequate provision of services and programs accorded high priority by legislators and registered voters but not given adequate consideration under existing funding procedures. Instead of pursuing general increases in funding for all aspects of an undifferentiated mission, including activities accorded a very low priority, community college policy makers may wish to develop a strategy of pursuing specific increases in funding to carry out defined activities regarded as high priority by legislators.

TECHNICAL APPENDIX

The purpose of this appendix is to provide a detailed explanation of the methodology and results of the study. The appendix describes the conduct of the study in its four phases:

Phase One	Creation, revision and classification of statements describing community college activities.
Phase Two	Administration of the pilot version of the *Community College Activities Survey* and subsequent revision of the survey.
Phase Three	Administration of the revised *Community College Activities Survey* to six major groups of community college constituents.
Phase Four	Analysis of survey results: operational definition of community college missions and assessment of support for these missions.

In addition, tables containing detailed results of the survey which could not be included in the body of the text are included here.

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Phase One

Generation of Activity Statements

In May and June of 1980, the literature on community college missions, on missions research in higher education, and on community college activities was systematically reviewed. The literature of missions research in higher education provided guidance to the planned conduct of the present study. Of particular use was the work on formulating university and college goals done by Richard E. Peterson and Normal P. Uhl sponsored by the Educational Testing Service over the past decade. Standard psychometric procedures for the development and use of goals inventories piloted by Peterson and Uhl in the development and use of the Institutional Goals Inventory, the Small College Goals Inventory, and the Community College Goals Inventory were adapted for use in this study. These existing inventories were judged to be too abstract to be useful in the defining of operational missions for community colleges. Differences in the methodology of this research from that of the previous studies can be attributed to the specificity we required.

The literature on community colleges activities provided a broad overview of the activities community colleges engaged in nationally, and thus provided a base for the generation of statements describing these activities. The last several years of such periodicals as the Community and Junior College Journal. Community College Frontiers, New Directions for Community Colleges and other leading journals formed the basis for this review of the literature. Over three hundred possible statements describing community college activities were originally suggested, and these were converted to a common format containing the following components in the following order:

1. a service provided (a learning activity or support service)
2. a clientele to whom the service is provided
3. the most common rationale for which the service is provided (defined in terms that a community college might use to explain its mission)

Each statement was written to isolate one of these components, and a systematic attempt was made to vary a single component while holding others constant.

Strict application of this model and format would have resulted in many more statements than could be practically used in a survey instrument of the type envisioned for this study. Thus, the following set of decision rules was used to determine the inclusion or exclusion of activity statements into the original list:

1. The dominant (tradition and/or least controversial) clientele was identified for each service. Clientele was varied for the same service only when a different clientele would require different arrangements and/or policies from the institution.

2. The most common rationale for providing a service was identified, and the rationale was varied only in the few cases where different rationales would affect college programming. Where two rationales are used with approximately the same frequency, both were included.

3. The specific details of how a college might provide a service was not included in activity statements, unless such details would determine the clientele to whom the service was offered, or appeared otherwise to be at issue.

4. Only those activities that were considered to be discretionary were included.

5. Activities were assigned to mission categories on the basis of "service provided" not "rationale."

This review process yielded ninety-two activity statements that were grouped into a tenative mission classification scheme adapted from several suggested in the literature on community college missions. This scheme specified the following mission categories:

1. academic/transfer
2. occupational/vocational
3. remedial/development
4. continuing education
5. community service
6. support services

Review of Activity Statements and Mission Classification

In early July, these ninety-two statements arranged in six categories were sent to the leadership of the Arizona community colleges for review, revision and reclassification into mission categories. The reviewers included all members of the State Board of Directors for Arizona Community Colleges, all members of the governing boards of the Maricopa Community Colleges and Central Arizona College and the executive leadership of all Arizona community colleges. Each reviewer was directed to review the activity statements according to the following directions:

1. Review the activity statement to determine if the statement accurately and fairly describes an activity of community colleges:

   a. Suggest revisions in wording by crossing out and revising directly on the statement.

   b. Suggest deletion by noting "delete" in the margin.

   c. Write comments as needed in the margins.

2. Review each mission category to ensure that each category is comprehensive and contains statements of all major activities in which community colleges might engage related to the mission:

   a. Suggest additions at the end of each mission category.

3. Review each mission category to determine if each activity statement contained in the category is appropriately classified:
    a. Suggest reclassification of activity statements to another mission category by noting in the margin.
    b. Suggest additional or alternative mission categories and/or propose a reclassification scheme on attachments as needed.

Each reviewer was initially contacted by telephone to discuss and guide his or her participation in the project, and each reviewer provided input concerning these draft statements either by telephone conversation, personal interview or written correspondence during the months of July and August.

As a result of the review of the original ninety-two statements by the leadership of the Arizona community colleges, ninety-five statements were developed, and a prior classification of these statements into mission categories was established. This classifcation differed slightly from the one used originally to organize the draft statements and was as follows:

1. academic/transfer
2. occupational/vocational
3. basic skills
4. continuing education
5. community service
6. student support services

The pilot version of the Community College Activities Survey was developed by randomly ordering these ninety-five statements into a format adapted from the Educational Testing Service's Institutional Goals Inventory. Each survey item requested a response as to whether a specific community college activity was "important to do" and whether it should be "funded with tax dollars." The ninety-five items of the pilot survey are listed in Table A1, and the item format was identical to that finally used in the revised version of the Community College Activities Survey, a sample page of which is included in Table A4.

Table A1: Pilot Items of the Community College Activities Survey

1. Offer **college transfer credit courses in the arts and sciences, engineering and agricultural sciences, business administration and other academic areas to high school age students with advanced standing** so that they can earn credits toward a bachelor's degree at a college or university.

2. **Sponsor student newspapers, yearbooks and other publications** for students to complement the educational program and assist their personal development.

3. Offer basic hands-on skills training and occupational courses and programs to **mentally handicapped persons** to prepare them for employment.

4. **Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment** to local non-profit organizations, local governments and educational institutions and local community groups as a community service.

5. Organize special support groups and provide counseling and tutoring services for **ethnic and racial minority groups** to assist them in benefiting from college courses and programs.

6. Provide special tutoring services and counseling to **students whose native language is not English** to assist them in benefiting from college courses and programs.

7. **Provide academic tutoring services** to students in need of such assistance to succeed in academic and occupational courses.

8. **Offer college transfer credit courses in the natural and physical sciences, such as biology, chemistry, physics and geology,** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

9. **Offer occupational courses and certificate and degree programs in commercial arts, such as advertising design, photography, media broadcast and production and interior design,** to students college age or older to prepare them for jobs in these fields.

10. **Offer occupational courses and certificate and degree programs in advanced health services, such as dental hygiene, medical radiography, respiratory therapy and registered nursing,** to students college age or older to prepare them for jobs in these fields.

11. **Provide access to athletic facilities** to all interested members of the local community.

12. **Offer courses and workshops in hobbies and crafts and other general interest subjects, such as weaving, stamp collecting and bridge,** to all interested members of the local community for their general interest and recreation.

13. **Assist state and local government agencies, Chambers of Commerce and other local community groups in attracting business, industrial and residential development** as a community service.

14. **Eliminate or reduce all or some of the normal charges for senior citizens** to encourage them to enroll in college courses and programs.

Table A1: Pilot Items of the *Community College Activities Survey* (continued)

15. Offer occupational courses and certificate and degree programs in **office education fields, such as clerical and typing, keypunch and data entry, stenography and word processing,** to students college age or older to prepare them for jobs in these fields.

16. Offer scholarships and other financial assistance regardless of financial need to **students with special talents, such as student athletes, band and orchestra members and other leaders in student organizations,** to encourage them to attend.

17. Offer credit courses and programs to **interested adults who are unable to attend classes on the college campus by alternative instructional means, such as television, radio, correspondence, individualized learning materials and other arrangements.**

18. Offer college transfer credit courses in the **performing and fine arts, such as theater, painting, sculpture and music,** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

19. **Act as a clearinghouse and referral agency for educational and social services** provided for members of the local community as a community service.

20. Offer **short-term skills training in small appliance repair, tax preparation, investment counseling and other personal services** to retired senior citizens and other interested members of the community to provide them opportunities for self-employment.

21. **Operate academies in cooperation with local law enforcement agencies** to train and certify police officers and corrections personnel.

22. Offer occupational courses and certificate and degree programs in **hospitality services, such as food services, hotel-motel management and travel agencies,** to students college age or older to prepare them for jobs in these fields.

23. Provide special assistance, such as aides, tutoring services and adaptive equipment, to **physically handicapped students** to assure them equal access to college resources and programs.

24. Offer college transfer credit courses in the arts and sciences, engineering and agricultural sciences, business administration and other academic areas to students **who have never graduated from high school nor earned a G.E.D. diploma** so that they can continue study toward a bachelor's degree at a college or university.

25. To provide special tutoring services and counseling to **students with limited reading and writing ability** to assist them in benefiting from college courses and programs.

26. Provide special assistance, such as braille and audio texts, guides and tutoring services, to **blind and visually impaired students** to assure them equal access to college resources and programs.

27. Offer occupational courses and programs in business services, technologies, health services and other occupational areas to **high school age students as part of their educational program.**

28. **Provide access to facilities such as meeting rooms and exhibition space** to local business and industry as a community service.

29. Offer occupational courses and certificate and degree programs in **entry-level health services, such as medical laboratory technology, dental assisting and licensed practical nursing,** to students college age or older to prepare them for jobs in these fields.

Table A1: Pilot Items of the Community College Activities Survey (continued)

30. **Provide part-time cooperative work experiences in business and industry** to students of college age or older enrolled in related occupational programs to link the educational experiences of the students to practical work experience.

31. Offer scholarships and other financial assistance to **minorities, disadvantaged and other students who might not otherwise attend college** to encourage them to attend.

32. Provide basic health care, child care, counseling and job placement services to **members of the local community who are not students and who need such services** as a community service.

33. **Provide child care services** for students with young children.

34. Develop new occupational courses and training and degree programs in a variety of occupational areas to **meet the present and anticipated manpower needs of business and industry.**

35. Offer credit courses and programs to **Indians on Indian reservations** to assure them access to academic opportunities, occupational training and support services.

36. Offer occupational courses and programs in business services, technologies, health services and other occupational areas to **high school age students with advanced standing** so that they can earn credits toward completion of a degree program at a college or university.

37. **Offer college transfer credit courses in such areas as health and recreation, home economics, physical education and military science** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

38. Organize special support groups and provide counseling to **community groups, such as veterans, women and ethnic and racial groups, who are not college students** to assist them in achieving personal objectives.

39. **Grant credit toward college certificates and degrees by professional evaluation of competencies** gained by students through previous life and work experiences.

40. **Offer occupational courses and certificate and degree programs in entry-level technologies, such as welding, machine tool and die, automotive and diesel mechanics and refrigeration repair,** to students college age or older to prepare them for jobs in these fields.

41. **Offer courses and workshops in community issues and other current social, economic and political issues** to all interested members of the local community to help develop an informed citizenry.

42. **Offer college transfer credit courses in the liberal arts and social sciences, such as literature, anthropology, mathematics and psychology,** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

43. Offer credit courses and programs to **employees of local business and industry, governmental agencies and non-profit organizations at the work site** to up-grade their job-related skills.

44. Provide access to facilities such as meeting rooms and exhibition space to **local non-profit organizations, local governments and educational institutions and local community groups** as a community service.

Table A1: Pilot Items of the Community College Activities Survey (continued)

45. Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, assembly line production and clerical services, to adults college age or older to prepare them for immediate employment.

46. Offer college transfer credit courses in business administration, such as accounting, data processing and management, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

47. Offer occupational courses and certificate and degree programs in agricultural sciences, such as horticulture, animal and crop science and agri-business, to students college age or older to prepare them for jobs in these fields.

48. Offer scholarships and other financial assistance regardless of financial need to students of high academic ability to encourage them to attend.

49. Provide special tutoring services and counseling to students with special talents, such as student athletes, band and orchestra members and other leaders in student organizations, to assist them in making progress in their college courses and programs.

50. Offer English language instruction to persons for whom English is not their native language to prepare them for entry into the work force or to provide them with everyday life and survival skills.

51. Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, assembly line production and clerical services, to unemployed high school age youth to prepare them for immediate employment.

52. Offer credit courses and programs to inmates in local, county and state correctional institutions to increase their chances of employability and success after release from prison.

53. Sponsor a student government organization for students to complement the educational program and assist their personal development.

54. Offer occupational courses and certificate and degree programs in developing technologies, such as microprocessors, fiber optics, laser beam technology and solar energy conversion to students college age or older to prepare them to fill anticipated manpower needs of these developing businesses and industries.

55. Offer instruction in basic reading, writing and mathematics skills to students college age or older who need such assistance to prepare them for entry into academic and occupational programs.

56. Organize special support groups and provide counseling and tutoring services for women returning to the work force to assist them in benefiting from college courses and programs.

57. Provide occupational counseling, interest and aptitude testing and job placement services to students to help them find jobs and identify careers.

58. Offer occupational courses and certificate and degree programs in a variety of occupational areas to adults older than traditional college age to retrain them for new job opportunities.

59. Offer college transfer credit courses in the technologies and engineering sciences, such as electronics, computer sciences, thermodynamics and metallurgy, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

Table A1: Pilot Items of the Community College Activities Survey (continued)

60. Offer courses and workshops in practical life skills, hobbies and crafts and other general interest subjects to senior citizens and other interested members of the community for their general interest and recreation.

61. Offer college transfer credit courses in the health sciences and pre-professional fields, such as physical therapy, nursing, audiology, pre-medicine and pre-dentistry, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

62. Provide basic preventative, diagnostic and emergency health care services to students.

63. Make computer services available to local business and industry as a community service.

64. Offer courses and workshops in practical life skills, such as family financial planning, health and nutrition and consumer education, to all interested members of the local community to help them improve the quality of their lives.

65. Offer college transfer credit courses in the arts and sciences, engineering and agricultural sciences, business administration and other academic areas to students college age or older for their general, personal and educational development.

66. Use direct mailing and paid advertisements to inform potential students about college courses, programs and services developed in response to community needs.

67. Organize recreational activities, such as field trips to historical sites or cultural events and other outings for senior citizens and other interested members of the community for their general interest and recreation.

68. Offer occupational courses and certificate and degree programs in business services, such as data processing, accounting, banking and finance, real estate and insurance, to students college age or older to prepare them for jobs in these fields.

69. Offer college transfer credit courses in the agricultural sciences, such as animal science, soil conservation, horticulture and agri-business, to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

70. Offer college transfer credit courses in the arts and sciences, engineering and agricultural sciences, business administration and other academic areas to adult students older than traditional college age so that they can continue to study toward a bachelor's degree at a college or university.

71. Offer instruction in basic reading, writing and mathematics skills to students college age or older to prepare them for entry into the work force or to provide them with everyday life and survival skills.

72. Organize special support groups and provide counseling and tutoring services for veterans of recent military service to assist them in benefiting from college courses and programs.

73. Offer English language instruction to students for whom English is not their native language and who need such assistance to prepare them for entry into academic and occupational programs.

Table A1: Pilot Items of the Community College Activities Survey (continued)

74. Offer instruction in basic reading, writing and mathematics skills to **mentally handicapped persons** to prepare them for entry into the work force or to provide them with everyday life and survival skills.

75. **Sponsor extracurricular activities, such as film series, intramural sports, field trips and concert series** for students to complement the educational program and assist their personal development.

76. **Operate residence halls** for students who live beyond normal commuting distance from the college.

77. **Offer occupational course and certificate and degree programs in public services, such as fire science, law enforcement, emergency medical technology and social services,** to students college age or older to prepare them for jobs in these fields.

78. **Sponsor intercollegiate sports** for men and women of college age to complement the educational program and assist their personal development.

79. Offer instruction in basic reading, writing and mathematics skills to students college age or older to **earn a General Equivalency Diploma (G.E.D.).**

80. Provide special assistance, such as sign language interpreters and tutoring services, to **deaf and hearing-impaired students** to assure them equal access to college resources and programs.

81. **Offer transfer credit courses taught in the native languages of the students, such as Spanish, Navajo or Vietnamese** to students for whom English is not their native language so that they can earn credits toward degrees while improving their English language skills in other courses.

82. **Offer occupational courses and certificate and degree programs in advanced technologies, such as electronics, computer-assisted and technical drafting, manufacturing technology and computer programming,** to students college age or older to prepare them for jobs in these fields.

83. **Provide basic health care screening and referral services, such as physical examinations and dental hygiene,** to all interested members of the local community in practice clinics staffed by students enrolled in nursing and allied health programs as part of their training.

84. **Provide counseling and advisement services for personal and academic problems** to students.

85. Offer occupational courses and programs in business services, technologies, health services and other occupational areas to **students who have never graduated from high school nor earned a G.E.D. diploma** to prepare them for jobs in these fields.

86. **Provide housing referral assistance** to students who live beyond normal commuting distance from the college.

87. Offer instruction in basic reading, writing and mathematics skills to **students who have never graduated from high school nor earned a G.E.D. diploma** and who need such assistance to prepare them for entry into academic and occupational programs.

88. Offer credit courses and programs to interested adults in the community **at such easy-to-reach locations as shopping centers, public libraries and other public facilities** for their convenience or to upgrade job-related skills.

Table A1: Pilot Items of the Community College Activities Survey (continued)

89. **Offer instruction in study skills and academic survival skills** to students who are unfamiliar with the demands of college work to increase their chances of success in academic and occupational programs.

90. **Make computer services available** to local non-profit organizations, local governments and educational institutions and local community groups as a community service.

91. **Offer academic courses that do not transfer to other institutions in academic areas such as biology, history and psychology** to students with limited reading, writing and mathematics skills to provide them with exposure to these subject areas while increasing their basic skills.

92. **Provide access to the college library and library services** to all interested members of the local community as a community service.

93. Offer special academic courses and programs and special support services to students **with high academic ability** to attract them to the community college and to encourage excellence.

94. **Provide bus or van transportation** for students who are unable to commute by private automobile or public transportation.

95. **Offer occupational programs in the skilled trades, such as masonry, plumbing, carpentry and electricity,** to apprentices in cooperation with local labor unions and non-union companies.

Phase Two

Administration of Pilot Survey

During the month of September, the pilot version of the Community College Activities Survey was administered to community college students enrolled in evening classes at five community colleges: Mesa Community College, Rio Salado Community College, South Mountain Community College, Phoenix College and Central Arziona College. It was distributed in class to students in the four Maricopa Community Colleges and picked up the following class period. Response to the pilot was voluntary, although a researcher explained the research project and its importance to the classes as the survey was distributed in order to encourage a response. The pilot was administered in class to the evening students at Central Arizona College, and thus the response rate was one hundred percent. The following table details the number of surveys distributed and returned during the pilot administration of the Community College Activities Survey to evening students.

Table A2: Pilot Survey Response Rates by College

Institution	# Distributed	# Returned	# Usable	% Return
Maricopa Community Colleges:				
Rio Salado Community College	478	189	167	39.5
South Mountain Community College	142	45	42	31.7
Mesa Community College	203	90	80	44.3
Phoenix Community College	130	71	59	54.6
SUBTOTAL	953	395	348	41.4
Central Arizona College	216	216	216	100.0
TOTAL	1,169	611	564	52.3

Evening students were chosen as the population to be surveyed in the pilot because they represented a large, relatively captive and accessible group of subjects that was thought to be somewhat representative of both community college students and community members. However, since the primary purpose of the pilot was to test the reliability of the format of the survey and to reduce it from ninety-five to sixty items, no attempt was made to randomize the sample of students to which the survey was distributed. Rather, classes were chosen that were simply judged to be relatively representative of the evening course offerings in both community college districts and that were relatively large and/or convenient to the researchers. In the Maricopa Community Colleges, an attempt was made to sample classes throughout the large district, and thus about half of the classes that were sampled were offered by county-wide Rio Salado Community College. Because of the methods by which the sample of evening students was chosen for the pilot, there was no assurance that this group represented either all students in community college evening classes, or all community college students. However, the results were adequate to use as the analytical base to revise the survey to a more manageable length.

The results of this pilot were adapted to be comparable to results from the revised Community College Activities Survey. Items on the pilot survey from which the items on the revised survey were synthesized were identified. The mean of the larger set of pilot items determined to be equivalent to the revised items contained in each mission category was calculated and reported as the support of community college evening students for each operational mission. Thus, this report contains a measure of evening student support for community college missions that is equivalent to that used to indicate the support of other constituent groups for these missions. Table A5 identifies the pilot items determined to be equivalent to items on the revised Community College Activities Survey. Qualifications that need to be observed in generalizing from this data have been described in the body of the report.

Revision of the Pilot Study

The design of the research project called for a reduction of the number of items on the survey to be sent to major community college constituencies, including registered voters and state legislators which are two very difficult groups to survey, to a maximum of sixty items. Analysis of the data from the pilot survey was used to accomplish this required reduction. First, descriptive statistics, including the mean and standard deviation of responses, were calculated for each item. Measures of inter-item correlations were calculated, and a varimax rotated factor analysis solution was obtained separately for all responses to "important to do" and "fund with tax dollars" questions. The factor analysis of responses to the importance question suggested missions categories identified by both functional relationships among items as well as by clientele-based relationships. This perception was ultimately verified by results of the factor analyses done on the revised survey responses, but this was a major discovery at this point in the research project. This function versus clientele distinction was determined to be of sufficient importance to be perserved and verified in the revised survey.

So, this distinction and these statistics provided the analytical basis for the reduction of the survey instrument according to the following set of criteria:

1. Items were eliminated from the survey that did not:
    a. load on any "importance" factor at .4 or higher factor loading,
    b. correlate with other items of the *a priori* classification of missions at .4 or higher, or
    c. deal with the function versus clientele issue as identified by factor analysis.
2. Items were combined that
    a. had inter-item correlation coefficients of .5 or higher, or
    b. had inter-item correlation coefficients of .4 or higher and were obviously related in literal meaning and content,

c. except as indicated in #3 below.

3. Items were not combined, the rules in #2 notwithstanding, that

   a. were included in different a priori mission categories,

   b. loaded on different "importance" factors at .4 factor loading or higher,

   c. varied in mean of "importance" support by .25 or more, or in standard deviation by .20 or more,

   d. would result in the reduction of the number of items that loaded at .4 factor loading or higher on a single factor to fewer than 3 items, or

   e. would result in the elimination of a factor or distinction identified by the a priori classification of missions or by factor analysis to be relevant.

The application of this complex set of criteria resulted in the reduction of the pilot instrument from ninety-five items to the sixty items of the revised Community College Activities Survey. Combined items were rewritten as necessary, and this resulted in the loss of some specificity in the descriptions of community college activities in the items. However, the specificity that was lost was only that determined to be insignificant by analysis of the pilot results. Also, sufficient items were maintained in the revised survey to confirm either the a priori functional classification scheme of missions identified by community college administration and board members or the clientele-based missions suggested by the preliminary data from factor analysis of the pilot results. The format of the pilot was judged to be reliable and was maintained in the revision.

Finally, the items that were saved or rewritten from the pilot were randomly ordered in the revised version of the Community College Activities Survey. Table A5 identifies the pilot items that were combined and reordered into the revised survey, as well as the pilot items that were eliminated from the survey. Table A3 lists the items of the Community College Activities Survey as revised, and Table A4 reproduces a page of the revised survey to indicate the format that was used in the pilot survey and then adopted unchanged for the revised survey.

Table A3: Revised Items of the Community College Activities Survey

1. Offer courses and workshops in practical life skills, hobbies and crafts and other general interest subjects to **senior citizens** for their general interest and recreation.
2. Offer special academic courses and programs and special support services to students **with high academic ability** to attract them to the community college and to encourage excellence.
3. **Offer credit courses, certificates and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas** to students college age or older to prepare them for jobs in these fields.
4. **Provide special assistance, such as sign language interpreters and tutoring services, to deaf and hearing-impaired students** to assure them equal access to college resources and programs.
5. Organize special support groups and provide counseling and tutoring services for **ethnic and racial minority groups** to assist them in benefiting from college courses and programs.
6. Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to **high school age students with advanced standing** so that they can earn credits toward completion of a degree program at a college or university.
7. Offer scholarships and other financial assistance to **students of high academic ability** to encourage them to attend.
8. **Provide access to facilities such as meeting rooms and exhibition space** to local businesses, non-profit organizations and other community groups as a community service.
9. **Offer credit courses in the natural and physical sciences, such as biology, chemistry, physics and geology,** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.
10. **Assist state and local government agencies, Chambers of Commerce and other local community groups in attracting business, industrial and residential development** as a community service.
11. Offer credit courses, certificates and associate degree programs to **Indians on Indian reservations** to assure them access to academic opportunities, occupational training and support services.
12. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to **students who have never graduated from high school nor earned a G.E.D. diploma** so that they can continue study toward a bachelor's degree in these fields at a college or university.
13. **Offer credit courses, certificates, and associate degree programs in commercial arts, such as advertising design, photography, media broadcast and production and interior design,** to students college age or older to prepare them for jobs in these fields.

Table A3: Revised Items of the Community College Activities Survey (continued)

14. **Offer scholarships and provide special tutoring and advisement** to students with special talents, such as band and orchestra members, student athletes and other leaders in student organizations, to assist them in making progress in their educational programs.

15. **Offer transfer credit courses taught in the native languages of the students, such as Spanish, Navajo or Vietnamese** to students for whom English is not their native language so that they can earn credits toward degrees while improving their English language skills in other courses.

16. Offer credit courses, certificates and associate degree programs to **inmates in local, county and state correctional institutions** to increase their chances of employability and success after release from prison.

17. **Provide access to the college library and library services** to all interested members of the local community as a community service.

18. Offer college courses, certificates and associate degree programs to **interested adults who are unable to attend classes on the college campus by alternative instructional means, such as television, radio, correspondence, individualized learning materials and other arrangements.**

19. **Make computer services available** to local businesses, non-profit organizations and other community groups as a community service.

20. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to **adult students older than traditional college age** so that they can continue to study toward a bachelor's degree in these fields at a college or university.

21. Offer credit courses, certificates and degree programs in business and public services, agriculture, technologies, health services and other occupational areas to **adult students older than traditional college age** to prepare them for jobs in these fields.

22. Offer instruction in basic reading, writing and mathematics skills to **mentally handicapped persons** to prepare them for entry into the work force or to provide them with everyday life and survival skills.

23. **Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment** to local non-profit organizations and other community groups as a community service.

24. Provide basic health care, child care, counseling and job placement services to members **of the local community who are not students** as a community service.

25. **Provide special assistance, such as Braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students** to assure them equal access to college resources and programs.

26. Offer scholarships and other financial assistance to **minorities, disadvantaged and other students** who might not otherwise attend college.

27. **Offer instruction in basic reading, writing and mathematics skills** to students college age or older to prepare for entry into academic and occupational programs, to develop everyday life and survival skills, or to earn a General Equivalency Diploma (G.E.D.).

Table A3: Revised Items of the Community College Activities Survey (continued)

28. Offer credit courses, certificates, and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to **high school age students as part of their educational program.**

29. **Act as a clearinghouse and referral agency for educational and social services** provided for members of the local community as a community service.

30. Offer instruction in basic reading, writing and mathematics skills to **students who have never graduated from high school nor earned a G.E.D. diploma** to prepare them for entry into academic and occupational programs.

31. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to **high school age students with advanced standing** so that they can earn credits toward a bachelor's degree at a college or university.

32. **Offer courses and workshops in practical life skills, such as family financial planning, health and nutrition and consumer education,** to all interested members of the local community to help them improve the quality of their lives.

33. **Organize recreational activities, such as field trips to historical sites or cultural events and other outings** for senior citizens and other interested members of the community for their general interest and recreation.

34. **Operate residence halls** for students who live beyond normal commuting distance from the college.

35. **Offer credit courses, certificates and associate degree programs in entry level technologies and health services, such as welding, diesel mechanics, licensed practical nursing and dental assisting,** to students college age or older to prepare them for jobs in these fields.

36. Offer credit courses, certificates and associate degree programs to interested adults in the community **at such easy-to-reach locations as shopping centers, public libraries and other public facilities** for their convenience or to upgrade job-related skills.

37. **Provide housing referral assistance** to students who live beyond normal commuting distance from the college.

38. Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, business and other academic areas to students college age or older for their **general personal and educational development.**

39. **Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services,** to adults college age or older to prepare them for immediate employment.

40. **Offer short-term skills training in small appliance repair, tax preparation, investment counseling and other personal services** to senior citizens and other interested members of the community to provide them opportunities for self-employment.

41. **Provide counseling and advisement services for personal and academic problems** to students.

42. Provide special tutoring services and counseling to **students whose native language is not English** to assist them in benefiting from college courses and programs.

Table A3: Revised Items of the Community College Activities Survey (continued)

43. **Offer courses and workshops in community issues and other current social, economic and political issues** to all interested members of the local community to help develop an informed citizenry.

44. Provide special tutoring services and counseling to **students with limited reading and writing ability** to assist them in benefiting from college courses and programs.

45. **Sponsor intercollegiate athletics and other extracurricular activities, such as film series, intramural sports, field trips and concert series** for students to complement the educational program and assist their personal development.

46. Organize special support groups and provide counseling and tutoring services for **women returning to the work force** to assist them in benefiting from college courses and programs.

47. **Eliminate or reduce all or some of the normal charges for senior citizens** to encourage them to enroll in college courses and programs.

48. **Offer credit courses, certificates and associate degree programs in hospitality services, such as food services, hotel-motel mangement and travel agencies,** to students college age or older to prepare them for jobs in these fields.

49. Offer basic hands-on skills training and occupational courses and programs to **mentally handicapped persons** to prepare them for employment.

50. Offer credit courses and programs in business and public services, agriculture, technologies, health services and other occupational areas to **students who have never graduated from high school nor earned a G.E.D. diploma** to prepare them for jobs in these fields.

51. **Offer credit courses, certificates and associate degree programs in office education fields, such as clerical and typing, keypunch and data entry, stenography and word processing,** to students college age or older to prepare them for jobs in these fields.

52. Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services, to **unemployed high school age youth** to prepare them for immediate employment.

53. **Offer English language instruction to students whose native language is not English** to prepare them for entry into academic and occupational programs or to provide them with everyday life and survival skills.

54. **Offer credit courses in the performing and fine arts, physical education and home economics** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

55. **Offer instruction in study skills and academic survival skills** to students who are unfamiliar with the demands of college work to increase their chances of success in academic and occupational programs.

56. **Offer credit courses in the arts and sciences, the health, engineering and agricultural sciences, and business and other academic areas** to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

Table A3: Revised Items of the Community College Activities Survey (continued)

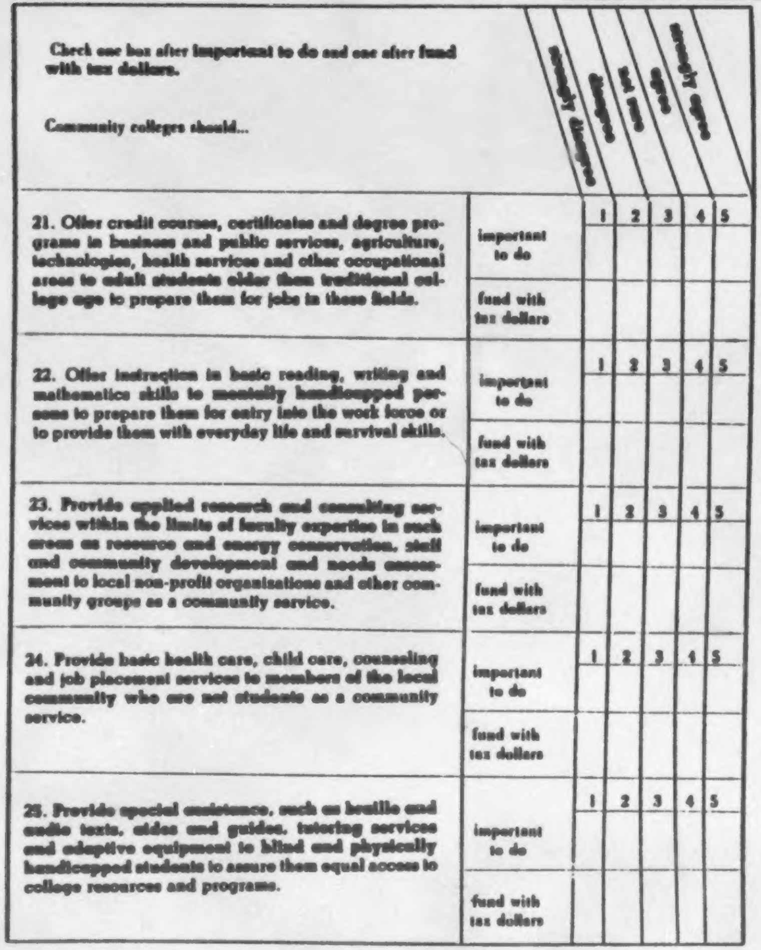
57. Offer credit courses, certificates and associate degree programs to **employees of local business and industry, governmental agencies and non-profit organizations at the work site** to upgrade their job-related skills.

58. **Provide bus or van transportation** for students who are unable to commute by private automobile or public transportation.

59. **Sponsor student government organizations, student publications and other activities** for students to complement the educational program and assist their personal development.

60. **Offer courses and workshops in hobbies and crafts and other subjects, such as weaving, stamp collecting and bridge** to all interested members of the local community for their general interest and recreation.

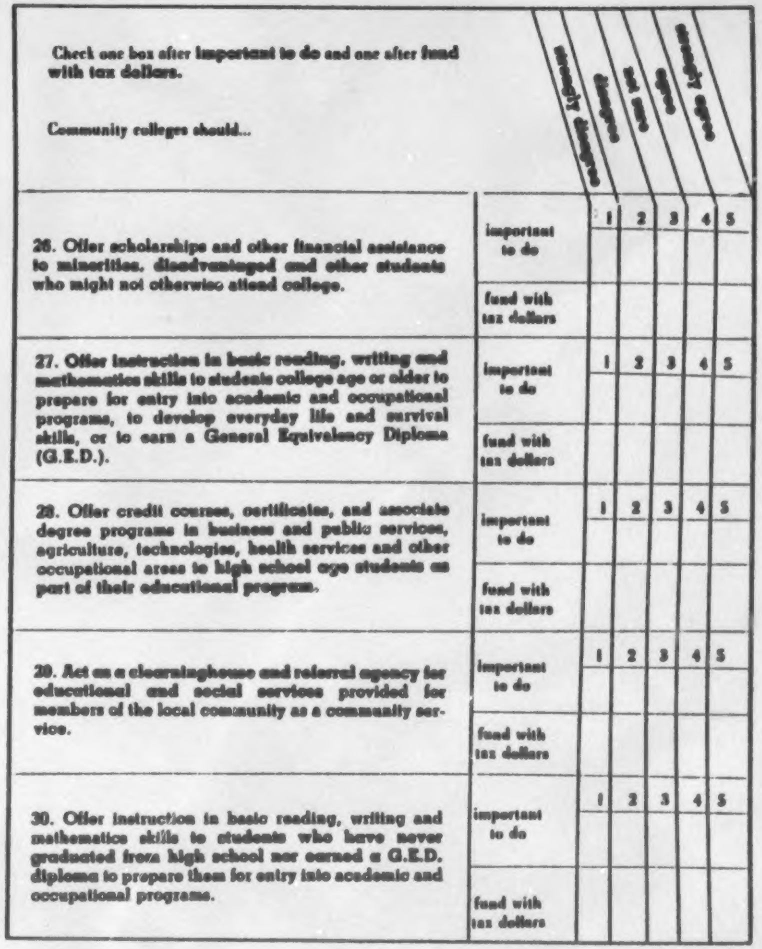
Table A4: Format of *Community College Activities Survey*: Sample Pages



Check one box after **important to do** and one after **fund with tax dollars.**

Community colleges should...

		strongly disagree	disagree	not sure	agree	strongly agree
21. Offer credit courses, certificates and degree programs in business and public services, agriculture, technologies, health services and other occupational areas to adult students older than traditional college age to prepare them for jobs in these fields.	important to do	1	2	3	4	5
	fund with tax dollars					
22. Offer instruction in basic reading, writing and mathematics skills to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.	important to do	1	2	3	4	5
	fund with tax dollars					
23. Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment to local non-profit organizations and other community groups as a community service.	important to do	1	2	3	4	5
	fund with tax dollars					
24. Provide basic health care, child care, counseling and job placement services to members of the local community who are not students as a community service.	important to do	1	2	3	4	5
	fund with tax dollars					
25. Provide special assistance, such as braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students to assure them equal access to college resources and programs.	important to do	1	2	3	4	5
	fund with tax dollars					



Check one box after **important to do** and one after **fund with tax dollars.**

Community colleges should...

		strongly disagree	disagree	not sure	agree	strongly agree
26. Offer scholarships and other financial assistance to minorities, disadvantaged and other students who might not otherwise attend college.	important to do	1	2	3	4	5
	fund with tax dollars					
27. Offer instruction in basic reading, writing and mathematics skills to students college age or older to prepare for entry into academic and occupational programs, to develop everyday life and survival skills, or to earn a General Equivalency Diploma (G.E.D.).	important to do	1	2	3	4	5
	fund with tax dollars					
28. Offer credit courses, certificates, and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students as part of their educational program.	important to do	1	2	3	4	5
	fund with tax dollars					
29. Act as a clearinghouse and referral agency for educational and social services provided for members of the local community as a community service.	important to do	1	2	3	4	5
	fund with tax dollars					
30. Offer instruction in basic reading, writing and mathematics skills to students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs.	important to do	1	2	3	4	5
	fund with tax dollars					

PLEASE GO ON TO NEXT PAGE

Table A5: Equivalence Between Revised and Pilot Items of the Community College Activities Survey

Revised Item#	Equivalent Pilot Item(s)#	Revised Item#	Equivalent Pilot Item(s)#
1	60	31	1
2	93	32	64
3	54,68,77,82	33	67
4	80	34	76
5	5	35	29,40
6	36	36	88
7	48	37	86
8	28,44	38	65
9	8	39	45
10	13	40	20
11	35	41	84
12	24	42	6
13	9	43	41
14	16,49	44	25
15	81	45	78,75
16	52	46	56
17	92	47	14
18	17	48	22
19	63,90	49	3
20	70	50	85
21	58	51	15
22	74	52	51
23	4	53	50,73
24	32	54	18,37
25	23,26	55	89
26	31	56	42,46,59,61,69
27	55,71,79	57	43
28	27	58	94
29	19	59	2,53
30	87	60	12

Pilot Items Eliminated: 7, 10, 11, 21, 30, 33, 34, 38, 39, 47, 57, 62, 66, 72, 83, 91, 95

Phase Three

Administration of Revised Survey

In November, the revised Community College Activities Survey was sent to 3,540 members of six major constituent groups of the Arizona community colleges. The number of surveys sent and returned for each group is detailed in Table A6. Each potential respondent was sent a copy of the survey, a letter from the Chairman of the State Board of Directors for Arizona Community Colleges identifying the survey as a State Board project and encouraging response to the survey, and a postage-paid, business-response return envelope. In addition, members of specific respondent groups received a second letter from a recognized leader of their specific group encouraging them to respond to the survey. Specifically, legislators received an additional letter from either the Chair of the House or Senate Education Committee encouraging them to respond, while local governing board members received a letter from the president of the Arizona Association of District Governing Boards. Faculty received letters from their campus faculty association leaders, and administrators received letters from their chief executives.

In an effort to maximize the return rate of the survey, second copies of the survey were sent to all registered voters who did not respond to the initial mailing by December 1, 1981. Also 433 additional surveys were sent to a second sample of registered voters in Pinal County to replace the unexpectedly large number of surveys, 218, returned by the Post Office as undeliverable. However, time constraints made it impossible to send a second copy to those of the replacement sample that did not respond to the survey, and this contributed to the low response rate from Pinal County registered voters. A reminder postcard was sent to each non-respondent in the other five respondent groups during the first week of December. Finally, each non-responding state legislator, State Board member, local governing board member or administrator in the Maricopa Community Colleges or Central Arizona College was reminded by telephone contact of the importance of returning the survey prior to January 1, 1982.

Each respondent was initially assigned an identification number which was recorded on the return envelope and in a master log book of the six samples. This number was used to identify those potential respondents who had not responded to the survey in order to guide the follow-up effort. When a survey was returned, the individual returning the survey was checked off as having responded, and the survey was identified as belonging to the appropriate respondent group. The individual respondent's identity was eradicated at this point to assure that the responses remained confidential and could not be associated with an individual respondent. Surveys returned with the identifying number obscured were grouped into respondent groups according to demographic information contained in the final ten questions and postmarks whenever possible. In the case that a respondent returned both the first and the second copies of the surveys, only one was counted as a valid return. Surveys returned substantially incomplete or returned after January 5, 1982 when data analysis was begun were termed "unusable." The return rates of each of the respondent groups is detailed in Table A6.

Table A6: Response Rates to the Community College Activities Survey

Respondent Group	Surveys Sent	Total Returns	Usable Returns	PO Returns	Return Rate%
State Board:	21	19	19	0	90.5
Local CC Boards:					
Maricopa	5	4	4	0	80.0
Pinal	5	5	5	0	100.0
Other	35	27	26	1	79.4
Subtotal	45	36	35	1	81.8
CC Administrators:					
Maricopa CC	38	35	35	1	94.6
Central Arizona	13	13	13	0	100.0
Other CC	36	33	33	0	91.7
Subtotal	87	81	81	1	94.2
CC Faculty:					
Maricopa CC	150	109	105	0	72.7
Central Arizona	90	62	62	1	69.7
Subtotal	240	171	167	1	71.5
Registered Voters:					
Maricopa	2,491	775	740	161	33.3
Pinal	999	151	145	336	22.8
Subtotal	3,490	926	885	497	30.9
Legislators:					
House	60	27	27	0	45.0
Senate	30	15	14	0	50.0
Subtotal	90	*43	*52	0	47.8

*Totals do not necessarily add due to responses not identified by specific respondent groups.

Sample Selection

Population samples, that is, the entire group, were selected for state legislators, the State Board of Directors for Arizona Community Colleges and its four-person staff, local governing boards for all Arizona community colleges, and full-time faculty and administration at Central Arizona College. Community college administrators at the associate dean level, or its equivalent, and above were selected to represent administration in the eight other community college districts in the state. A random sample of 150 full-time faculty in the Maricopa Community Colleges, or approximately twenty percent of the total, was selected from a list of all faculty. These samples were selected to be representative of the larger groups of which they were a part.

Separate random samples of registered voters in Maricopa and Pinal counties were generated from a computer listing of registered voters by a commerical firm. Reigstered voters were chosen instead of the larger group of county residents as the population to be sampled because they were judged to be a group that was more likely to influence decision-making at the county or state level. Also, registered voters were viewed as more likely to respond to the survey, as well as more likely to be able to read its relatively difficult items. Initially, it was thought that a sample of 500 voters for each of the five community college districts in Maricopa County and a sample of 500 voters from Pinal County would produce 200 usable responses in each district. However, some districts, particularly District Five in Maricopa County, proved to be underrepresented in the log of registered voters. However, a sample that could be generalized to the entire group of registered voters in Maricopa County was judged to be preferable to an equal size sample in each district. A second random sample was drawn for Pinal County as a contingency to assure sufficient numbers of responses from that county.

The list of registered voters from which the Maricopa sample was drawn was current as of May, 1981, and thus represented a list of all of those voters who had voted in the general election of November, 1980 or who had reregistered since that election. The list of registered voters from which the Pinal County sample was drawn was current as of October, 1980, and thus represented all voters eligible to vote in the general election of November, 1980. Some of those eligible to vote in that election might not have voted or registered since the last general election in November of 1978. This difference in the currency of the two lists of registered voters helps to explain the lower response rates of Pinal County voters and particularly the high number of surveys returned by the Post Office from Pinal County. However, both lists were the most current available to the researchers.

Phase Four

Responses to the survey were coded into computer-readable form and entered into a computer for analysis. The data were subjected to several types of analysis; the major results have been summarized in the main text of this report. Additional detailed results not reported in the main text and the methods used to calculate all results are detailed in this section.

Descriptive Statistics for Specific Activities

Initial analysis of the data included calculation of basic descriptive statistics of the responses to each of the sixty items describing specific community college activities in the survey. The mean and standard deviation of responses to each item for both the importance of community colleges performing each activity and for the use of tax dollars to fund each activity is reported for each major respondent group in Table A7. The responses for each item ranged from one to five; the higher the mean response, the greater was the level of support for the specific activity. A mean score of 3.00 or higher was interpreted as indicating postive support, and less than 3.00 as opposition or lack of support. The standard deviation of each item is a measure of the degree of consensus for support or opposition to each item; the smaller the standard deviation, the greater was the degree of consensus among the members of the group concerning the specific activity.

Table A8 details the fifteen specific activities that received strongest average support from each respondent group both for the importance of the activity for community colleges and for the use of tax dollars to fund the activity arranged in rank order. The table also identifies the fifteen specific activities that received the strongest average opposition from the same respondent groups also in rank order. These rankings of means provide a convenient look at the specific activities that attracted the most positive or most negative responses, and the rankings highlight the differences in priorities for specific activities among major respondent groups.

Another useful descriptive statistic calculated for each item in the survey was the discrepancy between support for the importance of community colleges performing an activity and the support for the use of tax dollars to fund it. In all cases, support for the importance of an activity was greater than the support for the use of tax dollars to fund the activity, so the discrepancy was easily calculated as the simple difference between the two means of each item. High discrepancy scores generally indicated that a specific activity was viewed as important for community colleges to do but should not be funded with tax dollars. Items with high discrepancy scores were thus those that were thought to be appropriately self-supporting. Low discrepancy scores did not necessarily indicate strong support for the use of tax dollars, however, because low discrepancies could be the result of a consensus that a specific activity was neither important nor deserving of funding support. The items with the highest discrepancies are ranked in Table A9 by major respondent groups.

Table A7: Importance and Tax Dollar Support for Specific Activities by Major Respondent Groups

	State Board				Local Boards				Administrators				Faculty				Registered Voters				Legislators			
	Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.	
	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.	X̄	s.d.
1	4.32	.67	2.28	1.07	4.14	.77	2.94	1.07	4.41	.63	3.34	1.32	4.20	.85	2.90	1.27	3.91	1.06	2.71	1.27	3.64	1.19	2.26	1.27
2	4.42	.96	4.24	.97	4.47	.99	4.15	1.15	4.66	.66	4.46	.82	4.37	1.00	4.11	1.88	3.96	1.09	3.18	1.31	3.62	1.17	3.07	1.31
3	4.84	.38	4.53	.61	4.80	.41	4.47	1.08	4.93	.27	4.86	.44	4.79	.53	4.59	.81	4.46	.71	3.57	1.28	4.60	.50	4.26	.88
4	4.32	.67	3.84	1.07	3.60	1.09	3.43	1.22	4.20	1.06	4.00	1.16	3.98	1.05	3.64	1.19	4.15	.95	3.73	1.17	3.79	1.07	3.24	1.28
5	3.90	1.29	3.16	1.50	3.49	1.17	3.18	1.14	4.20	1.02	3.99	1.17	3.56	1.24	3.04	1.35	3.04	1.29	2.42	1.22	3.21	1.37	2.68	1.40
6	4.05	1.08	3.78	1.17	4.34	.80	3.89	1.13	4.39	.88	4.30	.95	3.95	1.14	3.51	1.31	3.89	1.07	2.94	1.24	3.71	1.22	3.33	1.41
7	4.47	.84	3.39	1.20	4.34	.97	3.80	1.37	4.54	.75	3.89	1.31	4.29	1.04	3.79	1.32	3.92	1.13	3.19	1.31	3.69	1.32	3.07	1.47
8	4.47	.96	2.11	1.45	4.29	.57	3.09	1.33	4.43	.74	3.30	1.29	4.10	.94	2.53	1.36	3.71	1.14	2.21	1.13	4.29	.64	2.05	1.12
9	4.63	.76	4.67	.49	4.63	.65	4.38	.95	4.81	.55	4.77	.64	4.69	.53	4.47	.90	4.23	.78	3.31	1.29	4.00	.91	3.70	1.22
10	4.21	1.13	3.22	1.43	4.34	.97	3.46	1.25	4.39	.91	3.59	1.32	3.58	1.27	2.61	1.33	3.23	1.27	2.38	1.17	3.19	1.37	2.24	1.23
11	3.95	1.18	2.84	1.46	3.60	1.27	2.88	1.30	4.31	.94	3.89	1.20	3.66	1.29	3.17	1.35	3.44	1.28	2.73	1.34	3.52	1.40	2.95	1.45
12	3.79	1.23	3.26	1.33	3.74	1.12	3.46	1.31	4.30	1.15	4.25	1.14	3.59	1.45	3.41	1.49	2.94	1.36	2.40	1.25	3.22	1.41	2.97	1.51
13	4.32	.67	3.95	1.08	4.29	.75	3.89	1.11	4.58	.69	4.54	.76	4.30	.80	4.12	.99	3.92	.97	3.02	1.28	4.07	.84	3.45	1.31
14	3.47	1.07	2.83	1.10	3.57	1.09	2.79	1.37	4.10	1.06	3.33	1.35	3.75	1.23	3.17	1.40	3.22	1.23	2.52	1.18	3.05	1.19	2.29	1.12
15	3.11	1.49	2.83	1.54	2.89	1.35	2.27	1.21	3.01	1.48	2.80	1.40	2.75	1.42	2.52	1.41	2.97	1.33	2.33	1.19	2.76	1.34	2.50	1.33
16	4.26	.93	3.90	1.20	4.03	.99	3.21	1.32	4.34	.69	3.93	1.08	3.88	1.11	3.35	1.36	3.45	1.26	2.80	1.33	3.62	1.10	3.20	1.31
17	4.47	.61	3.72	1.23	4.23	1.00	3.68	1.34	4.40	.92	4.20	.99	4.06	1.16	3.51	1.45	4.05	1.04	3.33	1.32	4.05	.99	3.43	1.31
18	4.32	.89	3.72	1.13	4.23	.65	3.71	1.23	4.38	.85	4.25	.96	3.92	1.05	3.51	1.23	3.76	1.06	2.91	1.23	3.57	1.25	2.76	1.39
19	2.95	1.22	1.94	1.06	2.91	1.44	1.82	.94	2.59	1.36	1.83	1.04	2.59	1.37	1.81	1.00	2.86	1.24	2.01	.99	2.83	1.27	1.83	.77
20	4.37	.83	3.90	1.24	4.44	.71	3.94	1.25	4.76	.46	4.73	.55	4.60	.63	4.36	.96	4.12	.81	3.10	1.32	4.02	.85	3.39	1.34
21	4.47	.70	4.11	1.05	4.51	.66	4.00	1.21	4.75	.46	4.70	.60	4.61	.65	4.33	1.02	4.12	.75	3.15	1.29	4.21	.57	3.73	1.27
22	4.05	1.08	3.58	1.22	3.40	1.09	3.17	1.18	3.00	1.39	3.03	1.41	3.15	1.34	3.02	1.35	3.74	1.19	3.46	1.26	3.24	1.30	3.05	1.34
23	3.47	1.22	2.37	1.07	3.57	1.07	2.74	1.05	3.70	1.22	2.77	1.36	3.59	1.16	2.66	1.31	3.28	1.15	2.50	1.10	3.24	1.16	2.51	1.10
24	2.32	1.00	1.89	.83	2.29	1.07	1.82	.76	2.20	1.15	1.89	1.05	2.00	1.15	1.69	.99	2.25	1.17	1.93	.99	2.10	1.14	1.83	.91
25	4.16	.96	3.90	.94	3.66	1.19	3.51	1.20	4.16	.93	4.06	.96	3.89	1.07	3.67	1.21	4.14	.88	3.79	1.01	3.93	1.03	3.73	1.12
26	4.11	.88	3.47	1.02	3.77	1.11	3.27	1.33	4.33	.95	3.76	1.34	3.82	1.18	3.40	1.34	3.47	1.19	2.98	1.27	3.36	1.28	2.93	1.31
27	4.37	.68	3.95	.91	4.14	.94	3.77	1.26	4.33	.84	4.16	1.00	4.13	1.00	3.86	1.20	3.74	1.14	3.06	1.26	3.39	1.30	3.20	1.29
28	3.42	1.31	3.28	1.36	3.49	1.15	3.06	1.28	3.46	1.45	3.44	1.45	2.88	1.34	2.70	1.36	3.17	1.23	2.66	1.16	3.02	1.31	2.87	1.30
29	2.53	1.12	2.33	1.24	2.71	1.18	2.50	1.19	2.89	1.37	2.64	1.30	2.75	1.26	2.33	1.13	2.61	1.16	2.29	1.05	2.19	1.29	1.76	.91
30	3.90	1.10	3.63	1.01	3.74	1.22	3.46	1.31	4.04	1.17	3.91	1.23	3.72	1.29	3.44	1.38	3.32	1.29	2.72	1.28	3.48	1.42	3.05	1.43

Table A7: Importance and Tax Dollar Support for Specific Activities by Major Respondent Groups

(continued)

31	4.16	.96	3.67	1.19	4.26	.78	3.63	1.19	4.50	.64	4.43	.67	4.02	1.05	3.69	1.24	3.74	1.08	2.94	1.24	3.67	1.24	3.36	1.30
32	3.90	1.20	3.06	1.21	4.17	.89	3.09	1.27	4.26	.79	3.63	1.26	4.23	.77	3.25	1.31	3.82	1.03	2.76	1.24	3.60	1.25	2.45	1.19
33	3.47	1.02	1.94	.87	3.14	1.14	2.09	.75	3.51	1.25	2.35	1.10	3.42	1.28	2.40	1.22	3.09	1.30	2.20	1.08	2.54	1.36	1.81	1.01
34	4.21	.86	3.33	1.37	3.49	1.50	2.65	1.50	3.56	1.45	2.64	1.42	3.08	1.51	2.65	1.48	3.04	1.28	2.25	1.12	2.83	1.31	2.31	1.14
35	4.63	.61	4.21	.92	4.69	.47	4.32	.95	4.83	.38	4.78	.50	4.46	.81	4.30	.89	4.09	.88	3.27	1.27	4.41	.67	4.02	1.16
36	3.74	1.20	3.00	1.41	3.89	1.08	3.50	1.35	4.39	.83	4.40	.79	3.70	1.19	3.22	1.35	3.32	1.21	2.60	1.20	3.21	1.39	2.71	1.37
37	4.16	.50	2.95	1.27	3.77	1.22	3.15	1.40	3.98	1.12	3.45	1.35	3.63	1.13	2.88	1.30	3.60	1.10	2.65	1.17	3.71	1.24	2.88	1.44
38	3.79	1.23	3.24	1.52	4.17	.75	3.88	1.09	4.50	.68	4.28	.88	4.44	.63	3.93	1.23	3.78	.97	2.73	1.25	3.71	1.12	2.67	1.33
39	4.44	.78	3.83	1.20	4.23	.84	3.74	1.21	4.39	.86	4.32	.95	3.96	1.02	3.77	1.12	3.60	1.11	2.83	1.22	3.88	1.11	3.56	1.27
40	4.21	.71	3.11	1.41	4.11	.72	3.27	1.21	4.39	.76	4.04	1.17	4.12	.83	3.43	1.25	3.69	1.08	2.73	1.23	3.62	1.17	2.93	1.35
41	4.53	.77	4.21	1.08	4.40	.65	4.03	1.00	4.56	.71	4.48	.80	4.41	.76	4.23	.96	3.90	.96	3.27	1.22	3.81	1.03	3.32	1.21
42	3.90	1.29	3.33	1.24	3.91	1.01	3.62	1.23	4.26	.92	4.09	1.04	4.02	1.06	3.60	1.27	3.27	1.24	2.56	1.18	3.39	1.32	3.10	1.34
43	3.47	1.26	2.82	1.07	3.80	.90	2.82	1.27	4.17	.93	3.30	1.33	3.85	1.05	2.87	1.33	3.29	1.18	2.49	1.15	3.32	1.21	2.20	1.03
44	4.33	.77	3.78	1.00	3.71	1.07	3.24	1.33	4.30	.89	4.20	.96	3.97	1.04	3.66	1.22	3.32	1.21	2.68	1.19	3.38	1.19	2.77	1.22
45	4.00	.88	2.78	1.31	3.69	1.23	2.97	1.27	4.16	1.03	3.26	1.34	3.92	1.16	3.13	1.39	3.31	1.21	2.57	1.19	3.63	1.14	2.73	1.36
46	3.90	.99	3.39	1.24	3.89	.87	3.65	1.04	4.33	.81	4.11	.93	3.96	1.14	3.56	1.31	3.64	1.10	2.89	1.23	3.78	1.19	3.33	1.33
47	2.95	1.43	2.39	1.20	2.97	1.32	2.62	1.35	3.78	1.01	3.45	1.15	3.35	1.26	3.08	1.25	3.05	1.30	2.63	1.22	2.51	1.31	2.18	1.11
48	4.21	.71	3.74	1.20	4.14	.85	3.65	1.30	4.51	.68	4.43	.76	3.98	.99	3.67	1.14	3.61	1.07	2.76	1.19	3.63	1.22	3.35	1.27
49	3.90	.94	3.53	1.22	3.23	1.11	3.09	1.15	2.94	1.42	2.97	1.44	3.07	1.28	2.91	1.30	3.64	1.14	3.37	1.18	3.29	1.45	3.13	1.44
50	4.00	1.16	3.79	1.23	3.57	1.20	3.37	1.26	4.21	1.00	4.19	1.01	3.57	1.34	3.40	1.39	3.03	1.24	2.52	1.16	3.35	1.33	3.03	1.37
51	4.42	.61	4.11	.94	4.54	.51	4.11	1.02	4.76	.43	4.72	.53	4.52	.55	4.37	.75	4.05	.83	3.16	1.26	4.15	.88	3.88	1.16
52	3.53	1.07	3.37	1.17	3.70	.95	3.39	1.12	3.58	1.36	3.45	1.43	3.11	1.31	2.88	1.32	3.29	1.20	2.78	1.20	3.39	1.34	3.05	1.26
53	4.11	1.10	3.53	1.39	3.91	.95	3.47	1.26	4.27	.87	4.08	1.07	4.04	.98	3.73	1.18	3.64	1.12	2.85	1.24	3.37	1.36	3.10	1.32
54	4.05	.91	3.89	1.08	4.23	.88	3.79	1.39	4.60	.71	4.54	.76	4.40	.74	4.20	.96	3.76	1.02	2.98	1.24	3.68	1.19	3.32	1.39
55	4.05	.91	3.78	1.11	4.03	1.01	3.74	1.21	4.55	.75	4.42	.89	4.32	.78	4.08	1.02	3.66	1.05	2.94	1.19	3.76	1.02	3.30	1.16
56	4.21	.86	4.11	.96	4.57	.50	4.24	1.05	4.78	.45	4.73	.55	4.63	.50	4.51	.71	4.10	.73	3.23	1.24	4.07	.91	3.81	1.10
57	4.37	.76	3.50	1.38	4.29	.67	3.09	1.34	4.67	.69	4.50	.87	4.20	.94	3.28	1.35	3.33	1.20	2.28	1.07	3.75	1.13	2.72	1.21
58	2.84	1.17	2.44	1.10	2.74	1.34	2.26	1.20	2.96	1.44	2.26	1.27	2.85	1.39	2.34	1.25	2.74	1.28	2.20	1.13	2.22	1.24	1.85	.91
59	3.95	.97	2.50	1.34	3.91	1.04	3.50	1.21	4.06	1.07	3.19	1.52	3.89	1.02	3.26	1.35	3.36	1.13	2.64	1.19	3.66	.99	2.73	1.30
60	3.42	1.12	1.83	1.04	3.51	1.25	2.09	1.11	3.89	1.07	2.29	1.19	3.59	1.19	2.02	1.02	3.06	1.27	1.98	.99	2.78	1.29	1.63	.77

Table A8: Rankings of Importance and Tax Support for Specific Activities by Major Respondent Group

Rank	State Board				Local Boards				Administrators				Faculty				Registered Voters				Legislators			
	Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.		Important		Tax Supp.	
	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$	#	$\bar{X}$
Top 15																								
1	3	4.84	9	4.67	3	4.82	3	4.49	3	4.93	3	4.86	3	4.79	3	4.59	3	4.46	25	3.79	3	4.60	3	4.26
2	9	4.63	3	4.53	9	4.63	9	4.48	35	4.83	35	4.78	9	4.69	56	4.51	9	4.23	4	3.73	35	4.41	35	4.02
3	41	4.53	2	4.24	35	4.63	35	4.28	9	4.81	9	4.77	56	4.63	9	4.47	4	4.15	3	3.57	8	4.29	51	3.88
4	35	4.53	41	4.21	51	4.50	56	4.19	56	4.78	20	4.73	21	4.61	51	4.37	25	4.14	22	3.46	21	4.21	56	3.81
5	8	4.47	35	4.21	21	4.50	2	4.18	51	4.76	56	4.73	20	4.60	20	4.36	20	4.12	49	3.37	51	4.15	25	3.73
6	7	4.47	56	4.11	2	4.45	51	4.11	20	4.76	51	4.71	51	4.52	21	4.33	21	4.12	17	3.33	56	4.07	21	3.73
7	21	4.47	51	4.11	56	4.44	41	4.09	21	4.75	21	4.70	35	4.46	35	4.30	56	4.10	9	3.31	13	4.07	9	3.70
8	17	4.47	21	4.11	41	4.44	21	4.04	57	4.67	14	4.54	38	4.44	41	4.23	35	4.09	41	3.27	17	4.05	39	3.56
9	39	4.44	27	3.95	20	4.42	20	3.93	2	4.66	54	4.54	41	4.41	54	4.20	17	4.05	35	3.27	20	4.02	13	3.45
10	51	4.42	13	3.95	7	4.39	13	3.91	54	4.60	57	4.50	54	4.40	13	4.12	51	4.05	56	3.23	9	4.00	17	3.43
11	2	4.42	16	3.90	8	4.35	6	3.85	13	4.58	41	4.48	2	4.37	2	4.11	2	3.96	7	3.19	25	3.93	20	3.39
12	20	4.37	20	3.90	17	4.32	27	3.83	41	4.56	2	4.46	55	4.32	55	4.08	13	3.92	2	3.18	39	3.88	31	3.36
13	27	4.37	25	3.90	57	4.32	54	3.83	55	4.55	48	4.43	13	4.30	38	3.93	7	3.92	51	3.16	41	3.81	48	3.35
14	57	4.37	54	3.89	39	4.30	39	3.77	7	4.54	31	4.43	7	4.29	27	3.86	1	3.91	21	3.15	4	3.79	6	3.33
15	44	4.33	4	3.84	10	4.30	55	3.75	48	4.51	55	4.42	32	4.23	7	3.79	41	3.90	20	3.10	46	3.78	46	3.33
Bottom 15																								
46	12	3.79	14	2.83	52	3.64	34	2.89	37	3.98	43	3.30	10	3.58	37	2.88	10	3.23	23	2.50	12	3.22	15	2.50
47	36	3.74	15	2.83	5	3.63	11	2.87	60	3.89	8	3.30	50	3.57	52	2.88	14	3.22	43	2.49	5	3.21	32	2.45
48	52	3.53	43	2.83	22	3.63	43	2.82	47	3.78	45	3.26	5	3.56	43	2.87	28	3.17	5	2.42	36	3.21	34	2.31
49	33	3.47	45	2.78	23	3.54	14	2.81	23	3.70	59	3.19	33	3.42	28	2.70	33	3.09	12	2.40	10	3.19	14	2.29
50	43	3.47	59	2.90	14	3.54	8	2.74	52	3.58	22	3.03	47	3.35	23	2.66	60	3.06	10	2.38	14	3.05	1	2.26
51	14	3.47	58	2.44	60	3.48	1	2.71	34	3.56	49	2.97	22	3.15	34	2.65	47	3.05	15	2.33	28	3.02	10	2.24
52	23	3.47	47	2.39	49	3.46	23	2.60	33	3.51	15	2.80	52	3.11	10	2.61	5	3.04	29	2.29	19	2.83	43	2.20
53	28	3.42	23	2.37	28	3.46	47	2.54	28	3.46	23	2.77	34	3.08	8	2.53	34	3.04	57	2.28	34	2.83	47	2.18
54	60	3.42	29	3.33	33	3.26	15	2.46	15	3.01	29	2.64	49	3.07	15	2.52	50	3.03	34	2.25	60	2.78	8	2.05
55	15	3.11	1	2.28	47	2.96	29	2.44	22	3.00	34	2.64	28	2.88	33	2.40	15	2.97	8	2.21	15	2.76	58	1.85
56	19	2.95	8	2.11	15	2.96	58	2.32	58	2.96	33	2.35	58	2.85	58	2.34	12	2.94	58	2.20	33	2.54	24	1.83
57	47	2.95	33	1.94	19	2.93	33	2.04	49	2.94	60	2.29	29	2.75	29	2.33	19	2.86	33	2.20	47	2.51	19	1.83
58	58	2.84	19	1.94	58	2.78	60	2.00	29	2.89	57	2.25	15	2.75	60	2.02	58	2.74	19	2.01	58	2.22	33	1.81
59	29	2.53	24	1.89	29	2.65	19	1.87	19	2.59	24	1.90	19	2.59	19	1.81	29	2.61	60	1.98	29	2.19	29	1.76
60	24	2.34	60	1.83	24	2.30	24	1.85	24	2.20	19	1.83	24	2.00	24	1.69	24	2.25	24	1.93	24	2.10	60	1.63

Table A9: Rankings of Discrepancies Between Importance and Tax Dollar Support for Specific Activities by Major Respondent Groups

Rank	State Board		Local Boards		Administrators		Faculty		Registered Voters		Legislators	
Top 15	Item	Discrepancy	Item	Discrepancy	Item	Discrepancy	Item	Discrepancy	Item	Discrepancy	Item	Discrepancy
1	8	3.00	8	2.39	34	2.61	8	2.33	8	2.19	8	2.61
2	40	2.63	59	2.32	59	2.41	60	2.25	60	2.13	38	2.50
3	59	2.55	34	2.09	60	2.29	57	2.21	20	2.10	40	2.36
4	1	2.40	21	2.08	33	2.07	38	2.05	21	2.07	60	2.30
5	33	2.23	19	2.08	26	2.05	19	2.05	38	2.07	35	2.29
6	60	2.21	60	2.08	7	2.04	43	2.04	57	2.05	57	2.22
7	17	2.14	57	2.00	9	2.00	40	2.02	9	2.03	56	2.20
8	11	2.10	20	2.00	19	2.00	23	1.96	19	2.00	13	2.17
9	34	2.00	17	2.00	37	2.00	10	1.93	35	1.98	59	2.11
10	28	2.00	33	2.00	45	2.00	1	1.91	32	1.98	43	2.09
11	41	2.00	37	2.00	8	1.94	33	1.91	33	1.97	20	2.00
12	57	2.00	32	1.96	14	1.91	37	1.91	56	1.97	21	2.00
13	45	2.00	40	1.92	58	1.87	32	1.88	51	1.94	39	2.00
14	37	1.92	1	1.90	43	1.85	14	1.83	40	1.93	30	2.00
15	23	1.91	7	1.86	1	1.83	58	1.83	13	1.92	45	1.95

Also, the reliability of the Community College Activities Survey was examined for all responses to the questions of "importance" and of "tax dollar support." The alpha coefficients calculated for both questions across all respondent groups indicated the very high reliability of the responses to the survey. The alpha coefficient for importance was .948 and for tax dollar funding was .963. Alpha coefficients of this magnitude would commonly be interpreted to indicate that this survey elicited highly reliable responses.

These common statistics were calculated for the specific activities of community colleges identified in the sixty items of the Community College Activities Survey to supplement the data presented in the main text of this report. They were not provided in the main chapters because the primary concern of those chapters is the support or opposition to the broader community college missions that are comprised of the specific activities considered in this section.

Factor Analysis of the Responses

One of the principal assumptions of this research design was that factor analysis of the responses to the Community College Activities Survey would result in clusters of specific community college activities that would operationally identify and define community college missions. In order for the assumption to be verified, activities with identifiable common characteristics needed to be grouped together by the factor analysis solution. The factor analysis performed on the responses from all respondent groups, as well as the alternative factor analyses performed on specific subsets of responses, resulted in the clustering of activities into a well-defined set of mission categories that fulfilled the original assumption. The principal set of mission categories defined from the responses of all respondent groups has been described in some detail in Chapter One.

The factor matrix of all responses to the "importance" question identified twelve factors with eigenvalues of greater than 1.00 -- the Kaiser criterion value used to determine the number of factors to extract. These twelve factors accounted for 57.6 percent of the variance among all responses to the sixty items in the survey. The factor matrix for the "tax dollar funding" question identified ten factors with eigenvalues of 1.00 or greater that accounted for 61.1 percent of the variance among all responses to the survey. Varimax rotation was used for both "importance" and "tax dollar funding" questions to produce the factor pattern matrices. The "importance" factors solution produced the more coherent and differentiated set of mission categories, as expected due to the nature of the questions asked, and these were defined as the operational mission categories of this study.

To determine the specific activities to be included and the name of each mission category, the sixty activities were assigned to one of the twelve factors (mission categories) identified by factor analysis on which its factor loading was highest. Only those items (activities) whose factor loadings were .40 or higher -- the standard minimum factor loading score used in social science research -- were included in that factor. In order to maximize the number of the original sixty activities loaded into the twelve mission categories, those activities whose factor loadings were .30 or higher and whose inclusion in a category resulted in an increase of ten percent of the reliability of the category were also included. However, only one additional item was added by this criterion and forty-eight of the original sixty activities were included in the twelve mission categories. Alpha coefficients were calculated by considering each category to be a sub-scale of the total survey. Each demonstrated sufficiently high reliability to reinforce our claim of the validity of the survey and the identified mission categories. The twelve factors (mission categories), the items (activities) included in each, the factor loadings of each item in the factors, and the alpha coefficients of each factor are detailed in Table A10. Finally, the activities clustered in each mission category were examined for literal commonality. This commonality was interpreted and expressed as a brief description of the cateogry. These are the twelve operational missions described in Chapter One.

Following the same procedures, other factor analyses were also performed on four subsets of the total number of responses to the Community College Activities Survey -- the responses of rural constituencies only, the responses of urban constituents only, the responses of internal community college constituents only, and the responses of external constituents only. The mission categories and activities clustered into each produced by these analysis are contained in Tables A11 and A12, though in somewhat less detail than the principal factor analysis on all responses. There are some noticeable differences in the four factor solutions, and the most significant differences have been previously noted. However, two of the factor analyses -- the ones performed on rural and internal responses only -- violated the rule of thumb for number of responses required per number of items in order to perform a factor analysis. The rule of thumb suggests ten times the number of responses as numbers of items, which in this case would require a minimum of six hundred responses. So, the results of these two factor analyses might be somewhat less valid. Nonetheless, all four solutions provide insight into the differences of patterns of responses among the different subsets of respondents, and these differences might be fruitfully explored in a subsequent study.

Descriptive Statistics for Missions

Descriptive statistics were calculated to indicate levels of support or opposition for the twelve operational missions identified by factor analysis. The level of support for a mission was determined to be the simple average of the levels of support for each of the specific activities included in each mission category. Thus, support for an operational mission was the calculated mean of the means of all of its included activities for each major respondent group. Separate means were calculated for the "importance" of a mission for community colleges and for the use of "tax dollars" to support each mission. Again, a mean score of 3.00 or higher indicated positive support for a mission, and less than 3.00 lack of support. These means and their associated standard deviations are detailed in Table A13 for major respondent groups and in Table A14 for specific urban constituencies and their rural counterparts.

Tables 14 and 15 in the main text arranged the twelve missions in rank order according to the support each receives for each major respondent group, and these will not be duplicated here. It is necessary to explain the method used to calculate the average ranks or priorities of these missions, however, because several alternative methods of calculation were available, and because these overall rankings represent a powerful summary of the priorities attached to each mission category that is at the heart of this report.

First, the mean score of each operational mission was calculated and the twelve missions arranged in descending order for each major respondent group, i.e., the State Board, local community college governing boards, administrators,

Table A10: Principal Components Factor Analysis of Importance of All Respondents to the Community College Activities Survey

Factor #1

Item	Load
#20	.74
#21	.72
#56	.65
# 9	.58
#38	.52
# 3	.45
#13	.44
- -	- -
#41	.31
#55	.31

(alpha = .83)

Factor #2

Item	Load
#33	.61
#60	.54
#47	.52
# 1	.50
#40	.48
#32	.46
#36	.43
#43	.43
- -	- -
#46	.38
#18	.32
#29	.31
#57	.31

(alpha = .83)

Factor #3

Item	Load
# 5	.64
#42	.60
#26	.55
#15	.45
#11	.44
- -	- -
#44	.39
#53	.39
#16	.36

(alpha = .78)

Factor #4

Item	Load
#39	.63
#51	.54
#35	.52
#48	.49
- -	- -
#52	.35

(alpha = .75)

Factor #5

Item	Load
#49	.75
#22	.73
# 4	.59
#25	.59

(alpha = .81)

Factor #6

Item	Load
#45	.59
#54	.54
#59	.48
#14	.45

(alpha = .76)

Factor #7

Item	Load
#19	.57
# 8	.45
#10	.44
#23	.38
- -	- -
#17	.36
#24	.27

(alpha = .65)

Factor #8

Item	Load
#31	.69
#28	.60
# 6	.59

(alpha = .74)

Factor #9

Item	Load
#34	.60
#37	.49
#58	.45

(alpha = .64)

Factor #10

Item	Load
#12	.70
#50	.67

(alpha = .78)

Factor #11

Item	Load
#30	.64
#27	.61

(alpha = .79)

Factor #12

Item	Load
# 2	.59
# 7	.59

(alpha = .71)

---

*Items below the dotted line for each factor were not included in defining the factor.

Table A 11: Factor Analysis of Importance Responses of Urban and Rural Respondents to the Community College Activities Survey

URBAN RESPONDENTS

Factor #1

Item	Load
#20	.78
#21	.73
#56	.65
# 9	.53
#38	.49
# 3	.42
#13	.40

Factor #2

Item	Load
#45	.63
#54	.60
#59	.54
#55	.47
#14	.44
#41	.39

Factor #3

Item	Load
#33	.57
#60	.51
#47	.50
# 1	.51
#40	.46
#43	.42
#32	.42
#36	.38
#46	.34

Factor #4

Item	Load
#39	.62
#48	.59
#51	.55
#35	.54
#40	.45
#52	.35
#53	.34
#57	.29

Factor #5

Item	Load
#50	.73
#30	.65
#12	.63
#27	.42
#44	.40

Factor #6

Item	Load
#22	.73
#49	.72
#25	.60
# 4	.58

Factor #7

Item	Load
# 5	.59
#26	.51
#15	.49
#11	.44
#16	.39

Factor #8

Item	Load
#31	.70
# 6	.65
#28	.57

Factor #9

Item	Load
# 8	.58
#19	.51
#10	.41
#17	.40
#23	.37

Factor #10

Item	Load
#34	.64
#37	.55
#58	.40

Factor #11

Item	Load
# 2	.60
# 7	.56

Factor #12

Item	Load
#24	.36
#29	.35

Factor #13

Item	Load
#42	.55

RURAL RESPONDENTS

Factor #1

Item	Load
#21	.77
#20	.76
# 9	.63
#35	.61
#56	.60
# 3	.56
#13	.56
#51	.56
#38	.55
#54	.54
#55	.40
#17	.40
# 8	.34

Factor #2

Item	Load
#45	.71
#14	.59
#59	.53
#34	.49
#37	.46
#15	.28

Factor #3

Item	Load
# 1	.57
#33	.55
#60	.49
#47	.49
#36	.48
#40	.47
#57	.47
#32	.39
#18	.34
#43	.30
#10	.25

Factor #4

Item	Load
# 5	.72
#26	.68
# 4	.54
#11	.52
#16	.37
#44	.37
#58	.33

Factor #5

Item	Load
#19	.62
#24	.56
#29	.50
#23	.40

Factor #6

Item	Load
#22	.79
#49	.78
#25	.50

Factor #7

Item	Load
# 6	.73
#31	.66
#28	.47

Factor #8

Item	Load
#50	.73
#12	.70
#52	.32

Factor #9

Item	Load
#30	.71
#27	.62
#53	.37

Factor #10

Item	Load
# 7	.70
# 2	.64

Factor #11

Item	Load
#48	.55
#39	.53

Factor #12

Item	Load
#41	.53
#42	.50
#46	.32

Table A12: Factor Analysis of Importance Responses of Internal and External Respondents to the Community College Activities Survey

INTERNAL RESPONDENTS

Factor #1

Item	Load
#56	.76
#54	.74
# 9	.59
#13	.47
#38	.47
#41	.44
#45	.43
#55	.41
#59	.34
#14	.35

Factor #2

Item	Load
#60	.67
#43	.61
#33	.50
#32	.49
# 1	.35

Factor #3

Item	Load
#30	.76
#44	.57
#27	.56
#53	.53
#42	.47

Factor #4

Item	Load
# 4	.72
#25	.67
# 5	.60
#26	.51

Factor #5

Item	Load
#29	.65
#24	.60
#19	.55
#58	.46
#23	.45
#28	.35

Factor #6

Item	Load
#35	.59
#40	.57
#51	.57
#39	.55
#57	.32

Factor #7

Item	Load
#31	.75
# 6	.64
# 7	.53
# 2	.50

Factor #8

Item	Load
#22	.81
#49	.76
#52	.42

Factor #9

Item	Load
#21	.78
#20	.73
# 3	.47

Factor #10

Item	Load
# 8	.55
#17	.55
#36	.41
#18	.38
#10	.30
#16	.29

Factor #11

Item	Load
#12	.84
#50	.69

Factor #12

Item	Load
#34	.81
#37	.56

Factor #13

Item	Load
#48	.47
#46	.38

Factor #14

Item	Load
#47	.47
#11	.36

Factor #15

Item	Load
#15	.30

EXTERNAL RESPONDENTS

Factor #1

Item	Load
#33	.62
#47	.55
#60	.55
# 1	.51
#40	.49
#32	.45
#36	.43
#46	.38
#43	.38
#29	.32
#57	.27

Factor #2

Item	Load
#20	.76
#21	.71
#56	.61
# 9	.54
#38	.49
#13	.43
# 3	.37
#18	.31

Factor #3

Item	Load
# 5	.71
#26	.56
#42	.43
#15	.52
#11	.48
#16	.39
#53	.32

Factor #4

Item	Load
#50	.71
#30	.68
#12	.54
#27	.48
#52	.40

Factor #5

Item	Load
#39	.64
#48	.52
#51	.51
#35	.49

Factor #6

Item	Load
#45	.63
#59	.56
#54	.55
#14	.45
#55	.40
#41	.30

Factor #7

Item	Load
#22	.69
#49	.64
#25	.56
# 4	.55
#44	.35

Factor #8

Item	Load
#31	.75
# 6	.67
#28	.62

Factor #9

Item	Load
# 8	.54
#19	.52
#10	.45
#17	.39
#23	.39

Factor #10

Item	Load
#34	.58
#37	.47
#58	.34
#24	.32

Factor #11

# 2	.41
# 7	.41

Table A13: Support for the Operational Missions by Major Respondent Groups

	State Board		Local Boards		Administrators		Faculty		Evening Students		Registered Voters		Legislators	
	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.
Mission #1														
Importance	4.38	.55	4.45	.49	4.71	.43	4.58	.41	4.17	.56	4.10	.58	4.09	.46
Tax Support	4.08	.75	4.09	.85	4.66	.50	4.33	.70	3.41	1.02	3.16	1.06	3.56	.86
Mission #2														
Importance	4.40	.56	4.40	.51	4.62	.42	4.23	.63	4.01	.68	3.83	.75	4.01	.71
Tax Support	3.97	.89	3.95	.95	4.56	.52	4.02	.78	3.26	1.00	3.00	1.04	3.70	.97
Mission #3														
Importance	3.66	.99	4.42	.88	4.60	.55	4.33	.88	3.39	1.02	3.94	.98	3.66	.99
Tax Support	3.06	1.14	3.89	1.09	4.17	.78	3.95	1.08	2.82	1.12	3.18	1.11	3.06	1.14
Mission #4														
Importance	4.13	.83	4.01	.93	4.19	.90	3.92	1.03	3.80	.85	3.53	1.10	3.41	1.32
Tax Support	3.79	.87	3.68	1.07	4.04	1.03	3.65	1.18	3.11	1.05	2.89	1.16	3.11	1.28
Mission #5														
Importance	4.25	.80	3.86	.76	4.22	.78	3.99	.76	3.42	.74	3.41	.88	3.49	.74
Tax Support	3.00	.83	3.17	.92	3.59	.85	3.44	.95	2.66	.80	2.68	.92	2.77	.92
Mission #6														
Importance	3.88	.98	3.98	.84	4.12	.76	3.62	.91	3.72	.91	3.60	.93	3.48	1.10
Tax Support	3.57	1.08	3.54	.98	4.06	.76	3.31	1.06	3.04	1.06	2.85	1.02	3.19	1.18
Mission #7														
Importance	4.11	.59	3.69	.85	3.56	.95	3.53	.95	4.12	.72	3.92	.83	3.56	1.04
Tax Support	3.71	.84	3.44	.93	3.54	.96	3.32	1.03	3.75	.88	3.59	.95	3.27	1.08
Mission #8														
Importance	3.68	.69	3.71	.68	4.09	.63	3.81	.65	3.55	.73	3.41	.79	3.15	.91
Tax Support	2.57	.67	2.73	.77	3.36	.77	2.91	.82	2.61	.78	2.52	.83	2.27	.85
Mission #9														
Importance	3.90	1.08	3.74	1.05	4.25	1.00	3.58	1.31	3.04	1.18	2.99	1.16	3.25	1.29
Tax Support	3.53	1.14	3.45	1.15	4.22	1.02	3.41	1.35	2.54	1.11	2.46	1.09	2.95	1.35
Mission #10														
Importance	3.79	.89	3.62	.80	4.04	.76	3.57	.90	3.21	.97	3.24	.97	3.26	1.04
Tax Support	3.06	1.06	3.05	.92	3.75	.95	3.15	.97	2.61	.97	2.59	.97	2.91	1.13
Mission #11														
Importance	3.78	.64	3.78	.64	3.77	.73	3.46	.80	3.12	.83	3.27	.86	3.88	.70
Tax Support	2.40	.92	2.68	.90	2.90	.85	2.41	.92	2.33	.77	2.28	.80	2.14	.80
Mission #12														
Importance	3.74	.56	3.48	.90	3.50	.95	3.18	1.11	3.13	1.00	3.13	.93	2.94	.95
Tax Support	2.88	.77	2.77	.92	2.79	.98	2.62	1.10	2.45	.96	2.38	.88	2.38	.97

Table A14: Support for Operational Missions of Urban (MCCCD/Maricopa) and Rural (CAC/Pinal) Respondent Groups

	CAC/RURAL										MCCCD/URBAN									
	CAC Board		CAC Admin.		CAC Faculty		Pinal Voters		CAC Students		MCCCD Board		MCCCD Admin.		MCCCD Faculty		Maricopa Voters		MCCCD Students	
	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.	x	s.d.
Mission #1																				
Importance	4.45	.47	4.86	.23	4.59	.37	4.05	.67	4.09	.53	4.82	.27	4.71	.44	4.57	.43	4.11	.55	4.21	.56
Tax Support	3.71	1.36	4.81	.22	4.31	.73	3.16	1.07	3.22	.96	4.60	.39	4.71	.34	4.33	.68	3.16	1.05	3.51	1.03
Mission #2																				
Importance	4.60	.37	4.82	.23	4.28	.62	3.91	.70	4.03	.66	4.56	.55	4.52	.45	4.19	.64	3.81	.74	3.99	.69
Tax Support	3.75	1.42	4.78	.32	4.07	.79	3.17	1.06	3.20	.97	4.56	.42	4.49	.46	3.99	.77	2.97	1.02	3.29	1.01
Mission #3																				
Importance	4.60	.41	4.50	.54	4.14	1.03	4.05	.97	3.35	.96	4.87	.25	4.64	.38	4.43	.76	3.92	.96	3.41	1.04
Tax Support	3.70	1.56	4.03	.85	3.89	1.17	3.23	1.17	2.79	1.08	4.87	.25	4.32	.64	3.98	1.03	3.17	1.09	2.83	1.14
Mission #4																				
Importance	4.20	.97	4.46	.74	3.98	.99	3.60	1.15	3.84	.82	4.37	.75	4.01	.99	3.93	1.00	3.50	1.09	3.77	.85
Tax Support	3.80	1.15	4.38	.84	3.76	1.19	2.98	1.18	3.09	1.02	4.00	1.41	3.73	1.17	3.63	1.12	2.87	1.14	3.12	1.05
Mission #5																				
Importance	3.90	.87	4.50	.55	3.99	.83	3.40	.96	3.31	.79	3.87	.59	4.19	.64	3.99	.71	3.41	.85	3.48	.70
Tax Support	2.60	1.54	3.53	.74	3.44	1.04	2.77	.97	2.56	.79	3.81	.47	3.72	.81	3.45	.88	2.66	.90	2.74	.79
Mission #6																				
Importance	4.13	.65	4.25	.78	3.72	.90	3.63	.95	3.87	.85	4.25	.87	3.97	.68	3.55	.91	3.59	.91	3.62	.93
Tax Support	3.46	.98	4.25	.73	3.41	1.03	2.89	.97	3.15	1.03	4.16	.96	3.89	.66	3.23	.98	2.85	1.02	2.98	1.06
Mission #7																				
Importance	3.50	.91	4.03	.71	3.57	.98	3.81	.87	4.19	.69	3.56	.74	3.48	.86	3.52	.92	3.93	.82	4.07	.73
Tax Support	3.35	1.27	3.94	.87	3.38	1.07	3.48	.96	3.82	.83	3.62	.77	3.49	.75	3.30	.99	3.06	.94	3.70	.90
Mission #8																				
Importance	3.67	.89	4.35	.37	3.87	.70	3.45	.84	3.58	.69	4.21	.58	3.99	.61	3.76	.61	3.40	.77	3.53	.75
Tax Support	2.62	1.10	3.67	.33	3.09	.91	2.70	.89	2.66	.76	3.03	.77	3.21	.80	2.79	.72	2.49	.81	2.58	.79
Mission #9																				
Importance	3.80	1.09	4.65	.47	3.46	1.35	2.98	1.02	3.11	1.18	4.00	.91	4.21	.95	3.67	1.27	2.98	1.14	2.99	1.18
Tax Support	3.60	1.15	4.50	.64	3.33	1.42	2.47	1.16	2.55	1.07	3.75	1.19	4.19	.98	3.48	1.30	2.46	1.08	2.54	1.13
Mission #10																				
Importance	3.60	.73	4.53	.69	3.48	.99	3.26	1.01	3.09	1.01	3.55	.61	4.15	.49	3.63	.84	3.24	.95	3.26	.94
Tax Support	2.92	1.13	4.07	.73	3.00	1.03	2.59	1.12	2.53	.95	3.40	.71	3.95	.95	3.25	.91	2.58	.93	2.65	.96
Mission #11																				
Importance	4.10	.74	4.03	.62	3.64	.87	3.38	.84	3.16	.79	3.37	.52	3.63	.68	3.35	.74	3.25	.85	3.09	.84
Tax Support	3.00	1.31	3.05	.73	2.55	.97	2.43	.89	2.46	.72	2.56	.42	2.63	.83	2.33	.88	2.25	.77	2.25	.78
Mission #12																				
Importance	4.13	.86	4.38	.50	4.00	.77	3.54	.82	3.36	1.01	2.58	1.13	3.03	.83	2.69	.99	3.04	.92	2.99	.97
Tax Support	3.06	.72	3.35	.85	3.27	1.01	2.71	.99	2.64	1.02	1.91	1.25	2.53	.91	2.25	.94	2.31	.84	2.34	.91

faculty, evening students, registered voters and state legislators. Then, the sum of the ranks assigned each mission by the seven respondent groups was divided by seven in order to calculate an average rank. This method of calculation assured that the priorities of no single group could unduly influence the average priority assigned any given mission. The missions were then arranged in descending order of overall priority separately for "importance" and "tax dollar funding." These average ranks contained in Tables 14 and 15 represent the overall mission priorities of the various constituencies of the Arizona community colleges.

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